DOCUMENT RESUME

ED 146 381 CE 013 266

TITLE	Handbook for Cooperative Vocational Education in Illinois.
INSTITUTION	Northern Illinois Univ., De Kalb.
SPONS AGENCY	Illinois State Office of Education, Springfield.
PUB DATE	[77]
NOTE	154p.; For a related document see CE 013 267 ; Some parts of appendixes may reproduce poorly due to small type
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	*Cooperative Education; Cooperative Programs; Curriculum Development; Educational Objectives; Federal Legislation; Instructional Design; Instructor Coordinators; Interagency Cooperation; Labor Legislation; Needs Assessment; *Program Coordination; Program Descriptions; Program Development; Program Evaluation; *Program Planning; Public Relations; Records (Forms); *School Industry Relationship; Secondary Education; *Site Selection; State Legislation; *Teacher Role; Teaching Skills; *Vocational Education
IDENTIFIERS	Illinois

ABSTRACT

Suggestions for this handbook were gathered from teacher-coordinators and administrators of cooperative vocational education in the state of Illinois and from publications depicting exemplary practices in other states. It is designed for use by both administrators and teacher-coordinators and is structured around the most commonly asked questions regarding cooperative vocational education. Titles of the eight chapters included and the major subjects covered in each chapter follow: Overview of Cooperative Vocational Education (types of cooperative education reimburseable plans in Illinois, quality components of cooperative vocational education, advantages and limiting factors, problems facing curriculum developers); Teacher-Coordinator Tasks and Recommended Time Table; Determining Need for Cooperative Vocational Education (student needs, employer interest, Comprehensive Employment Training Act); Planning for Cooperative Vocational Education (local plan, step-by-step planning guide for new vocational programs, developing the curriculum, student needs, community needs); The Training Station (selection of training stations, learning at training stations, state and federal regulations, cooperation with other agencies); The In-School Instruction Plan (what to teach, planning and sequencing instruction, sources of instructional materials, vocational student organizations); Public Relations (the process, target audiences, methods of communication, faculty personnel interrelationships); and Staff, Facilities, and Evaluation. A glossary of key terms and thirty-one forms commonly used in cooperative vocational education in secondary schools in Illinois are appended. (SH)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED146381

handbook for cooperative vocational education in illinois

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Illinois State Dept. of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

OE 013266

State Board of Education
Illinois Office of Education

Joseph M. Cronin
State Superintendent of Education

FOREWORD

Educational activities which have been developed and implemented through the cooperative efforts of labor, management, and education are not new. Viable working relationships between personnel in many industries and educators have played a major role in planning, developing, and implementing a wide variety of educational activities and vocational programs. One of the most successful results of labor, management, and education working together is cooperative education.

Suggestions for this handbook were secured from successful teacher-coordinators and administrators of cooperative vocational education in the state of Illinois and from publications depicting exemplary practices in other states. The handbook has been organized for the maximum usefulness of both administrators and teacher-coordinators. Administrators will find that Chapter I, an overview of cooperative vocational education; Chapter II, tasks of the teacher-coordinator; and Chapter VIII, staff, facilities, and evaluation are of particular interest to them. Practicing teacher-coordinators will find that the handbook has been structured around a list of the most commonly asked questions regarding cooperative vocational education.

Persons studying cooperative vocational education or persons initiating vocational programs using the cooperative method will find this handbook has been arranged in a logical sequence typical to the implementation and utilization of such a method. A significant portion of the handbook is devoted to the presentation of forms that are used in various communities in Illinois or by various state or federal agencies. A concentrated effort was made to keep this publication as brief as possible in an attempt to increase the usefulness of the handbook.

Listed below are the local school teacher-coordinators in the state of Illinois who served as a consultant panel for this handbook, the Department of Adult, Vocational and Technical Education staff who coordinated the project from the state department, and the project directors and staff.

Consultants Panel:

Mr. Leonard Bewersdorf, York High School
Mr. Nelson Calderone, Joliet Junior College
Ms. Kathleen Franz, DeKalb High School
Ms. Shirley Kapina, Maine West High School
Ms. Lynn Luce, Carl Sandburg High School
Dr. William McMahon, Elgin School District
Mr. Mac McMillion, Glenbrook North High School
Mr. James Phelps, Romeoville High School
Ms. Marge Reagon, Willowbrook High School
Mr. Paul Reibman, Taft High School
Dr. Michael Roche, Elgin School District

Project Director:

Dr. E. Edward Harris,
Chairman and Professor of Business and Distributive Education
Business Education and Administrative Services
Northern Illinois University

Associate Project Director:

Ms. Diane Graf, Instructor
Business Education and Administrative Services
Northern Illinois University

Assistant to Project Director:

Mr. Peter Johnson,
Principal, Sycamore High School
Lecturer, Northern Illinois University

Department of Adult, Vocational and Technical Staff:

Ms. Peggy Pool, Professional Curriculum Unit
Mr. Jack Williams, Occupational Consultant Unit
Mr. John Sweeney, Special Program Unit

Project Typist:

Ms. Patricia Staas, Student, Northern Illinois University

TABLE OF CONTENTS

Page

FOREWORD i

MOST COMMONLY ASKED QUESTIONS
ABOUT COOPERATIVE VOCATIONAL EDUCATION v

CHAPTER

I. **Overview of Cooperative Vocational Education** 1
- Types of Cooperative Education Reimbursable Plans in Illinois
- Quality Components of Cooperative Vocational Education
- Advantages and Limiting Factors of Cooperative Vocational Education
- Problems Facing Curriculum Developers

II. **Teacher-Coordinator Tasks and Recommended Time Table** 9
- Teacher-Coordinator Competency Areas

III. **Determining Need for Cooperative Vocational Education** 21
- Determining Student Needs
- Determining Employer Interest
- Comprehensive Employment Training Act (CETA)

IV. **Planning for Cooperative Vocational Education** 25
- The Local Plan for Vocational Education
- A Step by Step Planning Guide for New Vocational Programs Using the Cooperative Method
- Developing the Curriculum
- Matching Cooperative Education With Student's Needs
- Planning to Meet Community Needs

V. **The Training Station** 39
- Selection of Training Stations
- Learning at Training Stations
- Complying With State and Federal Regulations
- Cooperation With Other Agencies

VI. **The In-School Instruction Plan** 59
- What to Teach
- Planning and Sequencing Instruction
- Sources of Instructional Materials
- Vocational Student Organizations

VII. **Public Relations** 71
- The Process
- Target Audiences
- Methods of Communication
- Faculty Personnel Interrelationships
- Guidance and Supervisory Personnel Interrelationships

VIII. **Staff, Facilities, and Evaluation** 77
- Staff
- Facilities and Equipment
- Evaluation

GLOSSARY OF KEY TERMS 83

Page

FORMS COMMONLY USED IN
SECONDARY SCHOOLS IN THE STATE OF ILLINOIS

Appendix

A	U.S. Office of Education Codes and Titles Classified by the Five State of Illinois Occupational Clusters	91
B	Student Questionnaire—Career Development Potential	95
C	Student Career Information Survey	97
D	Community Occupational Survey	101
E	Cooperative Vocational Education Student Application	103
F	Parent's Student Release Form	105
G	Teacher's Subjective Appraisal of Student-Learner Applicant	107
H	Teacher Appraisal of Student-Learner Applicant	109
I	Attendance, Discipline, and Health Records for Student Applicants Applying for Cooperative Vocational Education	111
J	Training Memorandum	113
K	Work Sheet for Developing Training Plan	115
L	Training Plan for Regular Cooperative Vocational Education Students	117
M	Training Plan for Special Needs Cooperative Students	123
N	Cooperative Vocational Education Student Agreement	127
O	Student's Current Enrollment Record	129
P	Proof of Age Certificate 14 and 15 Year Old	131
Q	Proof of Age 16 and Over Certificate	133
R	Application for Authorization to Employ a Student-Learner at Subminimum Wages	135
S	WECEP Subminimum Wage Form	137
T	Employer Evaluation Form of Student-Learner (Regular Cooperative Vocational Education)	139
U	Employer Evaluation Form of Student-Learners (Office Occupations)	141
V	Student's Weekly Employment Activities Report	143
W	Weekly Tally Sheet of Training Station Learning Experiences	145
X	Coordinator's Monthly Report	147
Y	Certificate of Appreciation—Employer	149
Z	Letter of Invitation to a Local Citizen to Serve on a Cooperative Vocational Education Advisory Committee	151
AA	Certificate of Appreciation—Advisory Committee Member	153
BB	Student Follow-Up Survey	155
CC	Employer's Evaluation of Cooperative Vocational Education	159
DD	Student's Evaluation of Cooperative Vocational Education	161
EE	Self Study Instrument	163

MOST COMMONLY ASKED QUESTIONS ABOUT COOPERATIVE VOCATIONAL EDUCATION

(Listed in Alphabetical Order)

Question Area	*Page Where Question Is Discussed in Handbook*
Advisory Committees	
How do you organize and use an advisory committee?	35
Who should be on an advisory committee?	36
What are the functions of an advisory committee?	36
Coordination Activities	
What are the most common coordination activities?	9
What are some strategies to use in responding to student and employer needs?	42
How frequently should students be evaluated?	45
How frequently should training stations be visited?	47, 78
Coordinator Duties and Responsibilities	
What are the requirements and description of a teacher-coordinator job?	9
How can a coordinator budget time?	9, 74
What activities can a coordinator participate in to continue developing professionally?	13, 78
Why does a coordinator need extra time?	78
How much coordination time should be allocated per student?	78
What is considered an average sized student load for a coordinator?	78
Follow-Up Studies	
What is the value of a follow-up study?	21, 81
What should be covered on follow-up studies?	81
Must a follow-up study be conducted every year?	81
Program Development and Evaluation	
What phases of cooperative vocational education are important to school administrators?	1, 77
What are the various types of cooperative education?	2
What are the advantages of cooperative education?	5
Where does a coordinator and administrator go for assistance?	25
What steps should be followed in starting a new program using the cooperative method?	26
What criteria should be used in evaluating cooperative vocational education?	80
Public Relations	
What public relations techniques are effective in selling cooperative vocational education to publics such as: students, employers, administrators, teachers, guidance counselors, parents, and members of the community in general?	71
What activities should be included in a public relations plan?	74
What characteristics are important in establishing effective relationships with faculty, guidance and supervisory personnel?	75

Question Area	*Page Where Question Is Discussed in Handbook*
Related Class	
Where do student organization activities fit into the total instructional program?	4, 65
What should be taught in school?	59
What are the specific and general related instructional areas relevant to cooperative education?	60
How is the related class conducted in an interrelated cooperative arrangement?	62
Whom can coordinators contact for instructional materials?	64
What supportive services are necessary in order to effectively serve individual student needs?	79
Student Organizations	
What student organizations are available?	66
What are the values of a student organization to students, school, and community?	66
What are some ways to encourage students to become leaders?	67
How should a student organization be started and operated?	68
Student Placement	
Are there guidelines for matching students with training stations?	40
What are some guidelines in identifying a training sponsor to work with the student at the training station?	41
What is the recommended number of hours a student should work per week while in cooperative vocational education?	47
What is a certificate of age and when should it be used?	50
What are some age guidelines regarding the students of cooperative vocational education?	50
Where can a coordinator obtain up-to-date information regarding Illinois laws on the employment of students?	51
What are the hazardous occupations?	51
Student Selection	
What is the criteria for student selection?	33
What are coordinator responsibilities in the student selection process?	34
Training Agreements and Training Plans	
Must each student have a training plan and/or agreement?	42
Who should develop training plans?	42
How is a training plan developed and implemented?	44
Training Station Selection and Development	
What criteria should be used in selecting training stations?	39
What should be done to develop effective training sponsors?	41
Wages	
Where can the coordinator find information on federal and state minimum wage laws?	47
When is it permissible to use a subminimum wage form for a cooperative vocational education student?	47

CHAPTER I

OVERVIEW OF COOPERATIVE VOCATIONAL EDUCATION

Educational activities which have been developed and implemented through the cooperative efforts of labor, management, and education are not new. Viable working relationships between personnel in many industries and educators have played a major role in planning, developing, and implementing a wide variety of educational activities and programs. One of the most successful results of labor, management, and education working together is cooperative education.

However, cooperative education has been the object of much confusion. One reason for this confusion has been the mistaken assumption that the term refers to a particular educational program. Actually, cooperative education does not refer to an educational program at all, but to a method of instruction. A method is a systematic means of presenting a knowledge or a skill. Thus, the case study, the field trip, the demonstration, the buzz group, and the role-playing session are all methods of instruction. Each represents a different way of presenting information to the student. And, like these, the cooperative method is one more way of teaching.

The cooperative method can be used for a variety of educational goals ranging from occupational guidance, to work exploration, to skill development. It can also be applied to a variety of content areas and levels of instruction, from occupational information programs to career preparation programs. Therefore, cooperative education does not refer to a variety of educational programs, but, instead, to the simple application of one method of instruction to a variety of educational purposes. When the cooperative method is used in conjunction with a vocational program of instruction, cooperative vocational education is generated.

Although the cooperative method of instruction can be used to achieve several educational purposes, care must be taken to insure the method is effectively implemented. There are certain criteria that must be met to insure the effective implementation of cooperative vocational education.

To qualify as the cooperative method of instruction, the practices and procedures adhered to must conform to the following set of criteria:

1. The practices and procedures used must provide the student with directed learning experiences in an actual employment situation which are correlated with classroom instruction in the school.
2. The primary objective of cooperative vocational education is instruction. If the primary goal becomes one of providing work study students with financial assistance or inducements to remain in school, it can no longer qualify as a cooperative method of instruction. While federal and state funded work study programs have sound purposes, they are not considered cooperative education.
3. The instruction offered must focus upon the student's current level of career development. Since the method of instruction is built around each student's needs and interests, the concept of individualized instruction must be established as a qualifying criterion.
4. The experiences gained on the job must occur in a "training station" where the employer accepts the responsibility for providing instruction as a "training sponsor." The student must be considered a "student-learner." This assures a relationship between students and employers that is consistent with the educational goals of this method of instruction.
5. The instruction in school designed for the student's career development must be correlated closely with the kind of experiences and sequence of experiences gained by the student at the training station. This is in keeping with the requirement that this method of instruction be built around student needs, interests, and the concept of individualized instruction.

In addition to the criteria above, it is generally agreed that there are certain conditions that must exist to facilitate the application of the cooperative method. These include a school whose philosophy recognizes the value of the cooperative method and a community that is prepared to lend its support.

TYPES OF COOPERATIVE EDUCATION REIMBURSABLE PLANS IN ILLINOIS

The education offerings of the entire school, the geographic area, and the state-wide plan should be considered in determining the form and types of cooperative education to offer in the local school. The school administrator should be familiar with the acronyms, terms, and definitions that are unique to cooperative education (see Glossary of Key Terms and Concepts). Cooperative vocational education articulation and development can be enhanced if the school administrator is able to effectively communicate with people in business and industry.

Specific factors to consider include:

- Number and characteristics (background, needs, interests, aspirations, and abilities) of students interested in learning through cooperative education.
- Number and diversity of occupational clusters which may be offered through cooperative education.
- Length of cooperative education training in terms of the time needed for students to develop desired levels of competency.
- Recommendations of the local advisory or steering committee for cooperative education.
- Number of potential training station employers, size

and location of the school district, and size of the employment community.

- Student access to transportation.

The goals and purposes of various types of cooperative education organizational plans when carefully studied in conjunction with student and community needs can provide an effective first step in educational planning. There are a number of unique groups in a local community that should be considered for cooperative education purposes. Some of these groups are (1) rural students preparing for off-farm agricultural related occupations, (2) inner-city students with home backgrounds and ethnic factors which inhibit education and employment, (3) the physically handicapped, (4) slow learners and mentally retarded, (5) emotionally disturbed students, (6) juvenile delinquents, (7) college dropouts, (8) college-oriented, (9) academically or otherwise gifted or talented students, and (10) high school leavers.

Two basic types of cooperative vocational education funding plans have emerged in the state of Illinois: Special Needs Cooperative Vocational Education and Regular Cooperative Vocational Education.

SPECIAL NEEDS COOPERATIVE VOCATIONAL EDUCATION

Schools can provide a wide spectrum of organizational plans under the special needs cooperative vocational education umbrella. Following are descriptions of five types of organizational plans.

Work Experience Career Exploration Program (WECEP).—WECEP exists to help disenchanted students, ages 14 and 15, to grow in three areas of their experience: personal life, educational life, and in career exploration. It is a program designed to help these students improve in their attitudes towards self, others, and the school as reflected, in part, by improved behavior, attendance, and evaluation reports. Ultimately, the goals are to orientate students to the world of work, and to instill in them the desire to continue educational programs which lead either to employment at any entry level, or enrollment at an advanced level of training.

Cooperative Work Training (CWT).—CWT is designed to provide students with maturing experiences through employment that will help them become productive, responsible individuals. Part-time employment need not be related to the long range occupational goals of the students. CWT is primarily designed to serve disadvantaged students, students who are potential school dropouts, or students identified as having special needs. Specific career objectives may be delayed to allow for the social and emotional adjustments, career exploration, and the development of self-awareness. Students acquire knowledge of employment requirements, their social responsibilities, and the mixed enterprise system. Skill development is expanded within the scope and rate of the student's individual competencies.

Secondary Work Experience Programs (SWEP).—SWEP is a relatively new term defining cooperative education reimbursed by the Illinois Division of Vocational Rehabilitation (DVR). A special work experience program serves only students eligible for special education funding as prescribed in the rules and regulations governing the operation and administration of special education. Coordinators must be special education certified to enable the local school district to receive teacher salary reimbursement. The special work experience program is a formal arrangement between a local school district or special education cooperative and a local office of the state of Illinois, Division of Vocational Rehabilitation. The school administrator and the local DVR representative develop a program service budget which provides special state funding for such things as: student salaries for in-school work experiences, salary subsidies to community employers for special work training programs, and transportation for students to and from job stations. A formal process of program monitoring and progress reporting has been developed by DVR statewide.

Handicapped.—Special cooperative occupational education for handicapped persons in training handicapped students to improve their self-confidence and to provide training for entry into the world of work. Each student has an individually designed learning prescription prepared in writing. These activities are coordinated with the Division of Vocational Rehabilitation and the Illinois Office of Education—Department of Special Education.

Early School Leaver (ESL).—ESL is the organizational plan to serve the individual who has left high school before completing graduation requirements. Vocational education for school leavers encourages the facilitation of the career development process. A career objective is chosen to maximize the personal value of occupational education and to insure the permanence of entry into the work force. Programs usually offer the support of remedial basic education and employment survival skills. The ESL program is most frequently offered by community colleges.

REGULAR COOPERATIVE VOCATIONAL EDUCATION

Regular cooperative vocational education funding plans for Illinois are frequently categorized on the local school level into one of the following five occupational clusters: Applied Biological and Agricultural (ACE or ARO), Business, Marketing, and Management (DE and OO or OE), Health (HO), Home Economics (HERO), and Industrial Oriented (ICE).

The United States Office of Education has designed a system of assigning code numbers to occupations. This system for classifying occupations is useful in program planning, implementation, and evaluation. The United States Office of Education publication *Vocational Education and Occupations* and state of Illinois publications for occupational cluster coding should be secured by cooperative vocational educators.[1,2] See Appendix A for sample jobs and code numbers in the five clusters for Illinois.

Applied Biological and Agricultural Occupations (ACE or ARO).—ACE is designed to cover many agricultural

related areas such as production agriculture, conservation, horticulture, floriculture, landscaping, nursery work, agribusiness, small animal care, and forestry.

Health Occupations (HO).—HO is a planned vocational course of study designed to educate or train students in the knowledge, skills, and attitudes necessary for a career in health occupations. Upon completion of this course of study students will be qualified for gainful employment or may be eligible for further training in a particular occupation or in a cluster of related occupations.

Home Economics Occupations (HERO).—HERO is a common title used for the capstone courses of Home Economics Occupational Education programs using the cooperative vocational education method. The cooperative vocational education method may be used as either the junior or senior level skill development course. Cooperative vocational education training stations for HERO may be in any area related to the field of Home Economics where sequential occupational education is included in the total home economics curriculum and employment opportunities are available. Typical HERO training stations are in areas related to child care; clothing management; clothing production and service; food production, management, and service; housing and home furnishings; and home and institutional management. Students are also enrolled in a related class that correlates with their training station employment experiences.

Industrial Oriented Occupations (ICE).—ICE is planned instruction to develop basic manipulative skills, safety practices, judgment, technical knowledge, and related occupational information for the purpose of fitting persons for initial employment in industrial occupations.

Marketing and Distribution Occupations (DE).—Marketing and distribution is a composite of vocational instruction programs designed to meet the needs of persons who have entered or are preparing to enter the field of marketing or an occupation requiring competencies in marketing functions such as: sales, promotion, buying, transporting, storing, stock control, financing, marketing research, and management. Marketing occupations are those followed by persons of all employment levels who are engaged primarily in the movement of goods and services to the consumer or user.

Office Occupations (OO or OE).—Cooperative office education is designed to prepare students for secretarial, general office, accounting, and data processing careers through training offered by local businesses cooperatively with the school. Students enrolled in this course are placed according to individual occupational interest in a wide variety of office occupations. The employer and the teacher-coordinator work together to train students for full-time office employment. Cooperative office education also includes enrollment of students in a related office occupations course which provides an opportunity for further development in both skill and non-skill areas.

Interrelated Cooperative Vocational Education (IR).—IR is designed for school situations where it is feasible to organize a cooperative vocational education class for students who have career goals in a wide variety of occupations. This organizational plan may be used where there are insufficient numbers of cooperative education students in the occupational areas to offer specialized cooperative education classes. Also, schools in small communities that have few training stations may want to utilize the interrelated approach. Due to the diversity of training stations, employer groups, and student occupational goals in the interrelated situation, a coordinator knowledgeable in a variety of occupational areas must have ample release time. Release time is necessary to develop individualized instructional materials to meet the occupational goals of each student and to coordinate these activities with the training station learning experiences.

ORGANIZATIONAL PLAN

Figure 1.1 illustrates an organizational plan for regular cooperative vocational education. The following essential components of the cooperative method are highlighted: understanding and cooperative administrative personnel, well-qualified and dedicated teacher-coordinator and instructional staff, competent training sponsors, a sound advisory committee, vocationally orientated classroom instruction, carefully planned progressive instruction and application at the training station, a student organization that supplements instruction, and a comprehensive instructional program related to occupational objectives of students.

QUALITY COMPONENTS OF COOPERATIVE VOCATIONAL EDUCATION

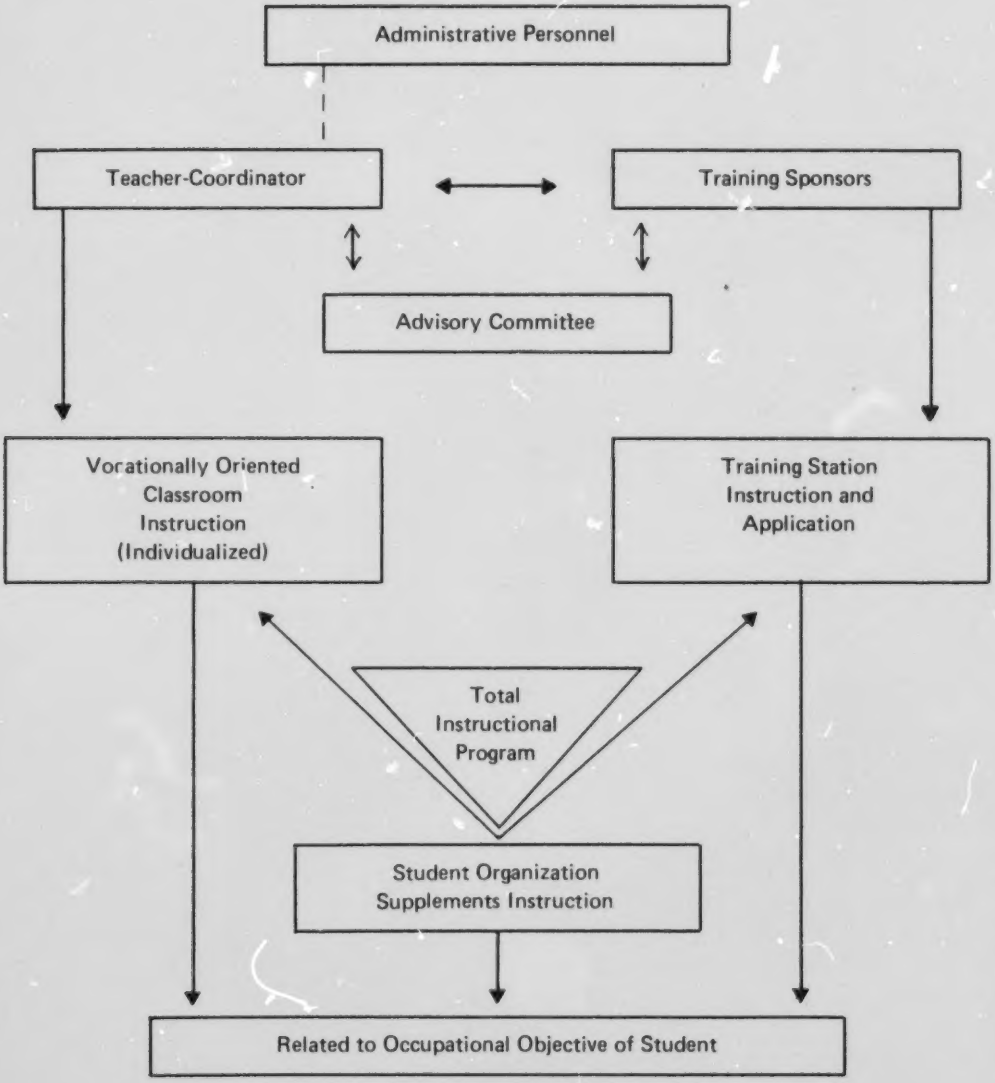
It has been said that cooperative vocational education represents a "sleeping giant." The resources and environment for further development are now self-evident. Congress has made cooperative education a priority in vocational education; a new sense of social responsibility exists in the business and industrial community; students want "relevant" education. In this period of great expectations, educators have a unique opportunity to extend the range of vocational education through various cooperative education organizational plans.

Listed below are important elements for all types of vocational programs using the cooperative method of instruction.

1. Well-qualified and highly dedicated staff.
2. Written training agreements and individual student training plans carefully developed and agreed upon by the employer, training sponsor, student, and coordinator.
3. Learning experiences at the training station supervised by a training sponsor who has been carefully prepared for this role by the teacher-coordinator.
4. Occupationally aware guidance and teaching personnel utilized in advising students concerning career choices and planning.
5. Home visitations and/or parental conferences conducted by the teacher-coordinator to assist in the

FIGURE 1.1

ORGANIZATIONAL PLAN FOR COOPERATIVE
VOCATIONAL EDUCATION



total development of each student-learner.

6. Follow-up studies conducted regularly with the results utilized to improve instruction.
7. An advisory committee, including representatives from business, labor, and education established to advise and assist in planning, developing, and implementing the cooperative plan.
8. Vocational student organizations effectively developed and recognized as an integral part of the instructional phase of vocational education.
9. All state and federal laws relative to employment practices adhered to by the training stations.
10. Pay and graduation credit for the training station instruction phase received by students.
11. Adequate time provided the teacher-coordinator to coordinate the classroom instruction and the supervised training station learning experience. (Minimum of one-half hour per student per week is recommended.)
12. An extended teacher-coordinator contract provided to develop training station personnel, conduct follow-up studies, make home visitations, develop training plans, update records, and handle other development activities.
13. An effective administrative structure formulated to include provisions for supervision, staff development, and evaluation.

Important elements for regular cooperative education using the cooperative method of instruction include:

1. A realistic career objective for each student where the instructional program is an integral part.
2. The classroom instruction phase which correlates with the training station learning experiences is preceded by a series of well-planned courses which are designed to assist in the occupational preparation of the student.
3. The vocationally oriented classroom phase of cooperative vocational education is taught by an occupationally competent staff person.
4. The instructional program is confirmed or changed by periodic analysis of the occupations for which the cooperative method is being utilized.
5. Adequate facilities, equipment, and materials are available to provide instruction related to the student training station learning experiences and career goal.
6. Enrollment in the vocationally oriented phase of cooperative vocational education is determined by availability of adequate classroom facilities and teacher-coordinator time to provide individualized instruction.

Additional important elements for special needs cooperative vocational education are:

1. Teachers should have a wide range of communication skills—especially in assertiveness, confrontation, empathy, and ability to motivate.
2. Teachers should have special abilities to deal effectively with crisis situations in school, at the training station, and in other appropriate circumstances.
3. When appropriate, teachers should make use of supportive personnel in the school—such as school psychologist, social worker, counselors.
4. When appropriate, teachers make use of supportive personnel and services in the community—such as crises and drug abuse centers, family counseling, YMCA, YWCA, religious organizations, youth outreach, community psychologist, truant and juvenile officers.

ADVANTAGES AND LIMITING FACTORS OF COOPERATIVE VOCATIONAL EDUCATION

An increasing number of officials in progressive school systems have both special needs cooperative vocational education and regular cooperative vocational education. The time and effort that is expended in selecting and planning the appropriate types of cooperative vocational education will be repaid in student and community benefits. Both of the cooperative vocational education approaches do have a unique contribution to make to the total educational program of a community. Listed below are a few of the key advantages of cooperative education that have been identified. However, it should be noted that each type of organizational plan has unique advantages and limitations that should be studied carefully.[3]

- Studies on the economics of vocational education show higher rates of return on investment from cooperative vocational education than other types of vocational education. Capital costs for the school are lower; and since the student is receiving wages for the training station experiences, the costs for the individual are lower.
- Facilities and resources in the community are used to supplement those provided by the school.
- If suitable training stations are available, cooperative vocational education can be offered in a specific occupational field for a small group or even an individual student.
- School-community relations can be strengthened because successful cooperative vocational education operation depends on the community employment learning experiences.
- Cooperative vocational education provides an influential means of coordinating the home, the school, and the world of work in behalf of the student.
- Regular cooperative vocational education provides instruction designed to respond to student needs, interests, and occupational requirements. It is sensitive to occupational adjustment and career development needs by virture of the continuous feedback from training sponsors and others.
- Cooperative vocational education stimulates desirable attitudes toward employment and the dignity of work.
- Regular cooperative vocational education enables the

student to apply vocational learnings in real-life situations.

- Regular cooperative vocational education provides balanced vocational preparation including manipulative and technical skills.
- Cooperative vocational education is designed to prepare students with wide variances in abilities for a broad range of occupational clusters. The cooperative method often serves as an incentive for students to complete their education.
- Cooperative vocational education introduces students to local employment opportunities; it is an effective means of developing young people as productive citizens; and it contributes to a stable work force by encouraging them to remain in the community or to return to the community after graduation.

Specific advantages for students in cooperative vocational education include the following:

- Students can relate education in a meaningful way to occupational interests at a period in life when it is natural to look outside the school for learning and earning opportunities.
- Students encounter an adult environment which causes them to examine their values and reappraise their potential in real occupational and social situations.
- Students have time to comprehend the significance of learning and employment by gaining early experience in positions that are in harmony with their interests and abilities.
- Students make the transition from school to employment, or to other educational endeavors, under the skilled guidance of the teacher-coordinator.
- The articulation of classroom instruction, training station learning experiences, and student organization activities contribute to competency development and confidence needed by the student.
- The teacher-coordinator's instruction is supplemented with the practices, materials, and ideas of employers and employees in the occupational environment.
- Based on personal needs and experience gained at the training station, students can help the teacher-coordinator select appropriate course content and methods of learning for the in-school phase of vocational instruction.

PROBLEMS FACING CURRICULUM DEVELOPERS

Cooperative vocational education curriculum developers may encounter several factors which need special attention to insure successful operation of the method. Many students could benefit from cooperative vocational education, but they are unable to participate because of a variety of restrictions. Some of these are school-oriented, others are federal, and still others are restrictions imposed by the state educational system. There may be labor union regulations and discrimination, as well as restrictions imposed by the social system.

Most potential limitations can be overcome by involving the school, parents, students, employers, leaders of labor unions and apprenticeship programs, and other appropriate individuals. They could be included in the planning stages and as steering or advisory committee members to assure that cooperative vocational education supplements and strengthens existing programs in the community, rather than competing with them.

- Sometimes the number of courses required for graduation by the local school exceed the state requirements and this limits the opportunity for students to take elective vocational subjects.
- Union membership and apprenticeship requirements may reduce the types and availability to jobs in some communities.
- A primary difficulty has been the shortage of qualified teacher-coordinators.
- Cooperative vocational education students may be laid off from their training stations because of minor economic recessions.
- Cooperative vocational education may be difficult to establish in communities with a narrow range of available training stations, declining population, and high rates of employment in declining occupational endeavors.
- The tendency to exclude training which has not been a part of traditional vocational education programs may restrict opportunities in emerging occupational areas.
- Employers tend to expect productivity from cooperative vocational education students while the student, the students' parents, and the school expect the training station activities to have educational significance.
- Special difficulties are involved in the operation of cooperative vocational education in larger cities. Travel time for teacher-coordinators is a problem since it is rarely possible to restrict students to placement in training stations in a particular geographic sector of the city.
- Findings indicate learning experiences at the training station can be too narrowly conceived unless care is exercised to insure students are moved through a planned sequence of skill development. Cooperative vocational students should have meaningful jobs leading toward career-cluster mobility. An important feature of mobility is that normally the student-learner should not be aimed toward a particular job for a lifetime. Mobilization should be an upward progression and horizontally conceived for the maximum benefit to the student.
- Child labor laws established by the United States Department of Labor, as well as state and local labor laws, will influence program planning. Exceptions to some of the laws are granted to student-learners enrolled in bona fide cooperative vocational education training. The latest information on child labor laws and approval procedures relating to cooperative

vocational education should be obtained from local, state, and federal sources. Information on applicable federal laws may be obtained from the United States Department of Labor, Bureau of Labor Statistics. Complete addresses are included in Chapter VI.

Figure 1.2 illustrates a comparison of student target groups, objectives, grade level, and various types of cooperative vocational education organizational plans in operation in the state of Illinois.

FOOTNOTES

[1]United States Office of Education, *Vocational Education and Occupations*, United States Government Printing Office, Superintendent of Documents, Washington, DC 20402, 1969, Catalog No. FS5, 280:80061.

[2]Program Approval and Evaluation Sections, Illinois Office of Education–Department of Adult, Vocational and Technical Education, 100 North First Street, Springfield, IL 62777.

[3]ERIC Clearing House on Vocational Education, *What School Administrators Should Know About Cooperative Vocational Education*, Information Series No. 37, VT012-906, 1971.

FIGURE 1.2

COMPARISON OF STUDENT TARGET GROUPS, OBJECTIVES, AND VARIOUS TYPES OF REIMBURSABLE COOPERATIVE VOCATIONAL EDUCATION ORGANIZATION PLANS IN THE STATE OF ILLINOIS

Type of Cooperative Vocational Education Organizational Plan	Major Program Goals and Objectives	Major Student Target Groups	Usual Grade Level
SPECIAL NEEDS COOPERATIVE VOCATIONAL EDUCATION			
Work Experience Career Exploration (WECEP)	1. Broaden occupational aspirations and opportunities 2. Aid in selecting an occupational field	Students who want or need assistance in selecting an occupational goal or objective	8-10
Cooperative Work Training (CWT) Secondary Work Experience Program (SWEP) Handicapped Early School Leaver (ESL)	1. Maturation experiences 2. Social experiences 3. Control employment 4. Emotional stability	1. Students who are potential dropouts or have dropped out 2. Students who want to get out of school early	10-12
REGULAR COOPERATIVE VOCATIONAL EDUCATION			
Agriculture Related Occupations (ACE or ARO) Health Occupations (HO) Home Economics Occupations (HERO) Industrial Oriented Occupations (ICE) Marketing and Distribution Occupations (DE) Office Occupations (OO or OE) Interrelated Cooperative Vocational Education (IR)	1. Develop competencies needed for employment in chosen occupational field 2. Motivational experiences 3. Social experiences 4. Emotional stability 5. Broaden occupational aspirations and opportunities 6. Aid in selecting occupations 7. Earn money to continue education 8. Control employment	All students who want, need, and can profit from cooperative training and vocationally oriented "classroom" instruction	10-12 10-12

CHAPTER II

TEACHER-COORDINATOR TASKS AND RECOMMENDED TIME TABLE

The teacher-coordinator has long been recognized as the key to the success of any educational program utilizing the cooperative method of instruction. Effective teacher-coordinators are able to establish priorities, prepare measurable objectives, determine strategies for achieving objectives which maximize time resources, and evaluate activities objectively to see if the determined goals have been successfully achieved. Teacher-coordinator's tasks differ for the various types of programs and in different communities.

The teacher-coordinators in one community worked as a team to develop a list of competency-based tasks which were important for performing effectively on their jobs. They divided the tasks into the following eight teacher-coordinator competency areas: (1) administratiopn; (2) guidance; (3) management; (4) professional development; (5) instruction; (6) vocational student organizations; (7) coordination; and (8) school community relations. The tasks are intended to serve as guidelines in reviewing, first of all, the complex nature of this unique teaching position, and to serve as a means for orienting new teacher-coordinators in a school system. Secondly, they can be used as criteria and checkpoints for self-evaluation of performance. Thirdly, the list of tasks can serve as guidelines to be used by administrators or other review teams when evaluating the performance of teacher-coordinators of cooperative vocational education. Individual school district teacher-coordinators will want to add additional essential tasks, adjust the timelines, and possibly establish desirable task performance evaluative criteria to fit their local needs.

The following pages contain a modified list of essential tasks and timelines that were prepared by the staff of the Columbia Heights school district in Minnesota[1] plus suggestions from selected state of Illinois coordinators.

TEACHER-COORDINATOR COMPETENCY AREAS

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
ADMINISTRATION												
1. Submit ideas for expansion, revision, or modification of current program as prescribed by the district.	X	X	X	X	X	X	X	X	X	X	X	
2. Work with the school officials in developing suitable and appropriate procedures for the program.	X	X	X	X	X	X	X	X	X	X	X	
3. Review planning and evaluation methods and procedures utilized during the past year.	X	X	X	X	X	X	X	X	X	X	X	
4. Collect student occupational interest data through application forms and interviews.						X	X	X	X	X	X	
5. Provide input into the local one-and-five year identification and development plan for vocational education.	X	X	X	X	X	X	X	X	X	X	X	
6. Help assure that the occupations for which training is to be offered in the vocational education program is based on employment opportunities and student interests. Consult with various government manpower agencies such as CETA (Comprehensive Employment Training Act), Illinois Employment Service, and Division of Vocational Rehabilitation.	X	X	X	X	X	X	X	X	X	X	X	
7. Identify the competencies needed for employment into an occupation.	X	X	X	X	X	X	X	X	X	X	X	
8. Develop standards for student performance goals as specified in the training plan.	X	X	X									
9. Assess the relevancy of course offerings.	X	X	X	X	X	X	X	X	X	X	X	
10. Assess the adequacy of the facilities and equipment and make recommendations for changes and improvements.						X	X	X	X	X	X	
11. Participate in the plan for follow-up of students on a one, three, and five year basis.		X	X	X								
12. Secure suggestions in establishing standards for training station selection, occupational competencies, and needs in skills and knowledge of trainees assuring that all are free of sex bias.	X	X	X	X	X	X	X	X	X	X	X	
13. Work cooperatively with guidance staff, employers, teachers, and school support staff to determine the reason for a student dropout of cooperative education.		X	X	X	X	X	X	X	X	X	X	
14. Review supervisory evaluation reports for assessing cooperative education and obtaining feedback.	X	X	X	X	X	X	X	X	X	X	X	

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
15. Plan the Advisory Committee meetings for the school year, agenda, keep minutes, and write report.		X				X				X		
16. Orient the Advisory Committee members to their role and function.		X				X				X		
17. Collect occupational data from employers to identify needs.	X	X	X	X	X	X	X	X	X	X		
18. Exchange observational visits, innovations, and ideas with other teachers.	X	X	X	X	X	X	X	X	X	X		
19. Participate in experimental and other data collecting activities.	X	X	X	X	X	X	X	X	X	X		
20. Invite resource persons who can provide consultation service to attend Advisory Committee meetings.		X				X				X		
21. Consult the local Illinois Employment Service Office to obtain information on manpower trends and needs.	X	X	X						X	X	X	
GUIDANCE												
1. Have students complete cooperative vocational education applications and arrange for personal interviews.					X	X	X	X	X	X		
2. Conduct individual interview with students interested in and desiring a cooperative education experience.						X	X	X	X	X		
3. Consult with counselors, administrators, and teachers about students entering cooperative education.	X	X				X	X	X	X			
4. Orient students and interested parents to all facts of cooperative education including: expectations, policies, procedures, evaluation, and all other pertinent aspects.	X	X					X	X	X	X		
5. Help each student adjust to the work environment as well as make necessary personal adjustments.	X	X	X	X	X	X	X	X	X	X	X	
6. Analyze student's cumulative records and learn as much as possible about each student's background and environment to provide the most meaningful learning experiences assuring that all vocational options remain open.	X	X	X	X	X	X	X	X	X	X		
7. Confer with a student and possibly the parents regarding the student's educational and personal development.	X	X	X	X	X	X	X	X	X	X		
8. Confer with the guidance counselor for administration and interpretation of personality, aptitude, intelligence, and interest inventories tests for specific students.		X	X	X	X	X	X	X	X	X	X	
9. Confer with parents, trainees, teachers, and administrators regarding any discipline problem or disciplinary action.	X	X	X	X	X	X	X	X	X	X	X	
10. Counsel with students having problems in classes and try to help them identify and solve the problems.		X	X	X	X	X	X	X	X	X		

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
11. Help students to rearrange class schedules, if needed.	X	X	X	X		X	X					
12. Work with counselors or individually provide assistance for students in realistic career planning and decision-making based on student's interests and abilities.	X	X	X	X	X	X	X	X	X	X	X	
13. Meet periodically with individual trainees to discuss performance, progress, problems, and career plans.	X	X	X	X	X	X	X	X	X	X	X	
14. Make parental contact as needed and keep anecdotal record in student's file.	X	X	X	X	X	X	X	X	X	X		
15. Refer students to the guidance counselor and other specialists, if necessary.		X	X	X	X	X	X	X	X	X		
16. Work with other teachers to help students expand their scope of development or with individual problems.		X	X	X	X	X	X	X	X	X		
17. Have available and present to students information on occupational opportunities, post-high school training, and other educational opportunities.	X	X	X	X	X	X	X	X	X	X	X	
18. Maintain an open-door policy for student consultation.	X	X	X	X	X	X	X	X	X	X	X	
19. Assist in scheduling students for the program and providing special assistance as needed.	X	X	X	X	X	X	X	X	X	X	X	
20. Help students reassess their career goals and commitments.	X	X	X	X	X	X	X	X	X	X	X	
21. Plan and execute orientation day activities for students in 7th through 11th grade.	X					X	X					
22. Assist students in securing and in filling out applications for employment, scholarships, educational loans, or college admission.	X	X	X	X	X	X	X	X	X	X	X	
23. Write letters of recommendation for students seeking employment or admission to institutions for further education.	X	X	X	X	X	X	X	X	X	X	X	
24. Assist graduates or seniors in preparing for interviews with potential employers.	X	X	X	X	X	X	X	X	X	X	X	
25. Develop student work-related characteristics so that they may be successfully employed.	X	X	X	X	X	X	X	X	X	X	X	
26. Conduct home visitations and/or parental conferences to assist in the development of each student.	X	X	X	X	X	X	X	X	X	X	X	
MANAGEMENT												
1. Maintain file on each student indicating progress in school and on the job.	X	X	X	X	X	X	X	X	X	X	X	
2. Analyze records and reports.	X	X	X	X	X	X	X	X	X	X	X	
3. Follow up student attendance to school policy.		X	X	X	X	X	X	X	X	X	X	
4. Keep a file of instructional materials.	X	X	X	X	X	X	X	X	X	X	X	

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
5. Maintain objective student files concerning attitudes, grades, and personal and work habits.	X	X	X	X	X	X	X	X	X	X	X	
6. Process and record evaluations of classroom instruction according to school policy.		X	X	X	X	X	X	X	X	X	X	
7. Process training station evaluations received from training sponsors and record according to school policy.			X	X	X	X	X	X	X	X	X	
8. Maintain an inventory of equipment and instructional materials.	X	X	X	X	X	X	X	X	X	X	X	
9. Complete reports necessary for vocational reimbursement requested by the vocational director.	X	X	X	X					X	X	X	
10. Specify the facility and requisition equipment and supply needs.								X	X	X	X	
11. Recommend reference books and periodicals to be added to the library.		X	X	X	X	X	X	X	X	X	X	
12. Arrange laboratory areas to facilitate student work performance.	X	X	X	X	X	X	X	X	X	X	X	
13. Identify and recommend equipment needed.	X	X	X	X	X	X	X	X	X	X	X	
14. Prepare a capital outlay budget proposal.					X	X	X	X				
15. Implement the instructional budget for the coming year to meet designated timelines.					X	X	X	X	X			
16. Make an annual report of the program.										X	X	
17. Consult the vocational directors regarding observations, problems, and questions.	X	X	X	X	X	X	X	X	X	X	X	X
18. Attend scheduled departmental and other school meetings.		X	X	X	X	X	X	X	X	X	X	
19. Formulate and implement acceptable standard of behavior in classroom and laboratories.		X	X	X	X	X	X	X	X	X	X	
20. Encourage students to exercise self-discipline.		X	X	X	X	X	X	X	X	X	X	
21. Carry out approved discipline action when warranted.		X	X	X	X	X	X	X	X	X	X	
PROFESSIONAL DEVELOPMENT												
1. Attend district workshops, meetings, and seminars.	X	X	X	X	X	X	X	X	X	X		
2. Attend state-called meetings and workshops.	X	X	X	X	X	X	X	X	X	X	X	X
3. Support professional organizations through membership and attendance at meetings.	X	X	X	X	X	X	X	X	X	X	X	X
4. Maintain professional certification through enrolling in graduate, extension, and in-service education programs.	X	X	X	X	X	X	X	X	X	X	X	X

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
5. Acquire occupational skills needed to keep pace with technological advancement in one's teaching field.	X	X	X	X	X	X	X	X	X	X	X	X
6. Assist teachers in understanding cooperative education policies.		X	X	X	X	X	X	X	X	X	X	
7. Expand educational background and leadership potential by achieving advanced degrees.	X	X	X	X	X	X	X	X	X	X	X	X
8. Update professional personnel file.	X				X	X				X		
9. Maintain liaison with union officials and employers.	X	X	X	X	X	X	X	X	X	X	X	
10. Provide opportunities for potential teachers to observe and participate in cooperative education.		X	X	X	X	X	X	X	X	X	X	
11. Interpret the policies and regulations of the local school district to the student teacher.		X	X	X	X	X	X	X	X	X		
12. Plan activities for the student teacher which draw upon and enrich college course work.		X	X	X	X	X	X	X	X	X	X	
13. Assign responsibilities to the student teacher commensurate with his or her background of knowledge and experiences.		X	X	X	X	X	X	X	X	X	X	
14. Demonstrate pedagogical skills for student teachers.		X	X	X	X	X	X	X	X	X	X	
15. Consult regularly with the student teacher regarding planning, execution, and evaluation of teaching.		X	X	X	X	X	X	X	X	X	X	
16. Confer regularly with the student teacher regarding performance in the student teaching situation.		X	X	X	X	X	X	X	X	X	X	
17. Confer with the college supervisor and the student teacher regarding plans for and evaluation of the total student teaching experience.		X	X	X	X	X	X	X	X	X	X	
INSTRUCTION												
1. Develop a format and instructional plans for the classroom phase of cooperative education.		X	X	X	X	X	X	X	X	X	X	
2. Follow the plans and timelines for the instructional program.	X	X	X	X	X	X	X	X	X	X	X	
3. Review and update the general objectives for the program.	X	X	X	X	X	X	X	X	X	X	X	
4. Identify the unit topics for classroom instruction.	X	X	X	X	X	X	X	X	X	X	X	
5. Determine objectives for instruction.	X	X	X	X	X	X	X	X	X	X	X	
6. Identify and develop content for instruction.	X	X	X	X	X	X	X	X	X	X	X	
7. Correlate content of instructional units with training station learning experiences and student career goals.	X	X	X	X	X	X	X	X	X	X	X	

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
8. Expand related instruction on the basis of information obtained on new technology.	X	X	X	X	X	X	X	X	X	X	X	
9. Review student goals developed for the training station learning experiences.			X	X	X	X	X	X	X	X	X	
10. Implement methods of evaluation of student performance.		X	X	X	X	X	X	X	X	X	X	
11. Devise performance measures to evaluate student progress.		X	X	X	X	X	X	X	X	X	X	
12. Conduct classroom activities utilizing methods to meet individual student needs.		X	X	X	X	X	X	X	X	X	X	
13. Utilize learning activities appropriate for the objectives, content, and students.	X	X	X	X	X	X	X	X	X	X	X	
14. Direct students in using the business community as a resource and learning environment.	X	X	X	X	X	X	X	X	X	X	X	
15. Develop activities to challenge capable students and those persons with special learning difficulties.		X	X	X	X	X	X	X	X	X	X	
16. Arrange to give students feedback on classroom performance. (Evaluation reports, individual conferences, comments from other teachers.)		X	X	X	X	X	X	X	X	X	X	
VOCATIONAL STUDENT ORGANIZATIONS												
1. Develop a plan for the local organization.	X	X	X							X	X	
2. Acquaint prospective members with the purposes, activities, and values of the organization.	X	X							X	X	X	
3. Orient students to the organizations.	X	X	X									
4. Assist in the election and installation of officers.		X	X									
5. Coordinate vocational student organization activities with instructional activities.		X	X	X	X	X	X	X	X	X		
6. Assist students in developing a yearly program of activities.		X	X	X								
7. Promote the organizational program through approved activities.		X	X	X	X	X	X	X	X	X		
8. Promote student interest and participation in state-called conferences.			X	X	X	X	X	X	X			
9. Supervise social and educational activities for the organization.		X	X	X	X	X	X	X	X	X		
10. Assist students in publicizing the organization.		X	X	X	X	X	X	X	X	X		
11. Assist students with the financial management of the organization.		X	X	X	X	X	X	X	X	X		
12. Assist in planning and organizing fund raising activities.		X	X	X	X	X	X					

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
13. Promote affiliation of the vocational student organization with the state and national vocational organizations.		X	X	X	X	X	X					
14. Encourage student representation at district, state, regional, and national organization activities.		X	X	X	X	X	X	X	X	X		
15. Provide motivation, advice, and assistance for student participation in state and national organization activities.			X	X	X	X	X	X	X	X		
16. Be available to serve as an advisor or judge for district, state, regional, or national organization activities.			X	X	X	X	X	X	X	X		
COORDINATION												
1. Locate, analyze, and evaluate training stations and keep a list on file.	X	X	X	X	X	X	X	X	X	X	X	X
2. Observe new practices, equipment, and materials when visiting student training stations.	X	X	X	X	X	X	X	X	X	X	X	X
3. Visit the training stations to observe students, talk to them, and show interest in their activities. Also discuss work habits, attitudes, and proficiency of trainees with training sponsor.	X	X	X	X	X	X	X	X	X	X	X	X
4. Identify the training sponsor at prospective training stations who can provide training appropriate to student's interest, capabilities, and goals.	X	X	X	X	X	X	X	X	X	X	X	X
5. Make sure the safety provisions are followed regarding the facilities and equipment at training stations.	X	X	X	X	X	X	X	X	X	X	X	X
6. Assist the cooperating employer in verifying the legality of employing a student learner in a hazardous occupation.	X	X	X	X	X	X	X	X	X	X	X	
7. Assist the student in employment training orientation.	X	X										
8. Assist the cooperating employer's personnel in accepting the training status and role of the student learner.	X	X	X	X	X	X	X	X	X	X	X	
9. Encourage the training sponsor to follow a progression of experiences for the student learner.	X	X	X	X	X	X	X	X	X	X	X	X
10. Assist the student learner in the solution of problems related to training station learning experiences.	X	X	X	X	X	X	X	X	X	X	X	X
11. Follow termination procedures from the training station for the student learner as conditions require.	X	X	X	X	X	X	X	X	X	X	X	X
12. Assess the student-learner's performance with the training sponsor and other training station personnel.	X	X	X	X	X	X	X	X	X	X	X	X
13. Obtain suggestions from the training sponsor to guide the selection of related class instruction.	X	X	X	X	X	X	X	X	X	X	X	X

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
14. Evaluate qualifications of prospective training station.	X	X	X	X	X	X	X	X	X	X	X	X
15. Determine federal and state wage and hour classification of the prospective training station.	X	X	X	X	X	X	X	X	X	X	X	
16. Assist the training station in acquiring a federal permit to pay a training wage if requested.	X	X										
17. Conduct job performance evaluations at least once per quarter and record in student-learner files.				X		X		X			X	
18. Make initial calls on businesses which may be potential training stations and sell them on the idea of providing a training station.	X	X	X	X	X	X	X	X	X	X	X	X
19. Keep a daily log of coordination calls and activities and prepare monthly report for the administration.	X	X	X	X	X	X	X	X	X	X	X	X
20. Arrange special work assignment projects or simulation exercises for students in the program but not employed at regular training stations.		X	X	X	X	X	X	X	X	X	X	
21. Place assigned students in training stations free of sex bias and appropriate to student's interests, plans, and abilities.	X	X	X	X	X	X	X	X	X	X	X	
22. Relocate students to a different training station (according to program policy and procedure) when the student loses employment or other circumstances indicate the desirability of a station change.	X	X	X	X	X	X	X	X	X	X	X	X
23. Communicate with training sponsors regarding student-employer-employee disagreements, relationships, and problems at the training station. Personal conferences are desirable.	X	X	X	X	X	X	X	X	X	X	X	X
24. Complete a training agreement for each trainee approved by the employer, training sponsor, student, and teacher-coordinator.	X	X	X	X	X	X	X	X	X	X	X	
25. Cooperatively develop and follow a systematic training plan with each student, training sponsor, and/or employer.	X	X	X	X	X	X	X	X	X	X	X	
26. Develop a rating form and the procedure that is acceptable to the training sponsor, student, and employer for evaluating the student's performance at the training station.	X									X		
27. Arrange appointments for student interviews with potential training sponsors. Prepare students for interview and follow-up.	X	X	X	X	X	X	X	X	X	X	X	
28. Inform training sponsor regarding the federal and state laws relating to employment of minors and vocational education students.	X	X	X	X	X	X	X	X	X	X	X	
29. Help establish procedures and criteria for admission to the various types of programs utilizing the cooperative method.									X			

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
30. Gather student learner data (e.g., test results, records, grades) in order to provide more meaningful instruction	X	X	X	X	X	X	X	X	X	X	X	
31. Approve training station hours and wages for student learners.	X	X										
32. Arrange school and work schedules with student-learners, faculty, and training station personnel.	X	X	X	X	X	X	X	X	X	X	X	
33. Aid student-learners in procuring required work permit.	X	X										
34. Develop time schedules for effective training station visitation.	X											
35. Maintain the student-learner's records for training station learning experiences and related instruction.	X	X	X	X	X	X	X	X	X	X	X	
36. Examine the student-learner's records to determine future training station experiences and related classroom assignments.	X	X	X	X	X	X	X	X	X	X	X	
37. Control student-learner absenteeism from school and at the training station.	X	X	X	X	X	X	X	X	X	X	X	
38. Complete the daily coordination activity report.	X	X	X	X	X	X	X	X	X	X	X	
39. Provide prospective student-learners with sex bias free resource materials on occupation opportunities to aid them in selecting a vocation.	X	X	X	X	X	X	X	X	X	X	X	
40. Interview students and interested parents to obtain student-learner interest and aptitude information.	X	X	X						X	X	X	
41. Obtain from the Advisory Committee information on ways to improve related instruction and training station instruction.			X			X			X			
42. Assist in the transfer of students to other school programs as needed.	X	X	X	X	X	X	X	X	X	X		
43. Participate in workshops, conferences, and classes to upgrade coordinator techniques and effectiveness.	X	X	X	X	X	X	X	X	X	X	X	X
44. Collaborate with training sponsors to develop student-learner employment related characteristics.	X	X	X	X	X	X	X	X	X	X		
45. Develop and implement a planned program for training sponsors orientation and development.	X					X						
SCHOOL COMMUNITY RELATIONS												
1. Assist the school district in the promotion of educational programs.	X	X	X	X	X	X	X	X	X	X	X	
2. Inform interested groups of the many facets of cooperative vocational education.	X	X	X	X	X	X	X	X	X	X	X	
3. Inform student groups about planning a high school program to include cooperative vocational education.					X	X	X	X	X	X	X	

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
4. Provide brochures to inform the school and community of the various programs using the cooperative method.	X	X	X	X	X	X	X	X	X	X	X	
5. Prepare displays in the school and the community relating to cooperative vocational education.	X	X	X	X	X	X	X	X	X	X		
6. Provide news releases on activities.	X	X	X	X	X	X	X	X	X	X		
7. Obtain informal feedback through contacts with individuals in the school and community.	X	X	X	X	X	X	X	X	X	X	X	
8. Consult the Advisory Committee for their expectations and recommendations.	X	X	X	X		X			X	X		
9. Develop and maintain working relationship with school personnel through cooperation and mutual effort.	X	X	X	X	X	X	X	X	X	X		
10. Plan and conduct special events.	X	X	X	X	X	X	X	X	X	X	X	

FOOTNOTE

[1]Minnesota Instructional Materials Center, *A Competency-Based Coordinator's Manual*, 3300 Century Avenue North, White Bear Lake, MN 55110.

CHAPTER III

DETERMINING NEED FOR COOPERATIVE VOCATIONAL EDUCATION

Sound programs utilizing the cooperative method are not organized spontaneously. Ideally, a year or more may be required to study the needs, to plan, and to properly prepare for the operation. Even under the most favorable conditions at least nine months are usually necessary to gather essential data, obtain the necessary local support in the employment community, identify and counsel students who can profit from the instruction, employ personnel, organize and work with advisory committees, and provide facilities and instructional materials.

The need for cooperative vocational education may be clear to the local school administrators and to enough employers to support a class. Unfortunately this is not sufficient justification to convince all of the people on whom the successful inauguration and development of cooperative vocational education depends; nor is it likely to be sufficient for personnel who are responsible for reviewing applications for program funding approval. Significant facts and figures are needed to enlist the support of some present and/or future school supervisory personnel, guidance counselors, faculty members, additional employers, and other community groups. A strong, factual justification for cooperative vocational education will be extremely helpful to school administrators and program-implementors in maintaining sound, steady growth during relatively low economic activity as well as during prosperous times.

Justification of cooperative vocational education is largely a matter of gathering, organizing and presenting data from the viewpoint of those who do the judging. Initially, the task may appear to be one of satisfying a legal requirement; but upon reflection, the responsibility will soon reveal a surprising number of groups of interested, important people within the school system and the community.

DETERMINING STUDENT NEEDS

When justifying cooperative vocational education factually, the school should first establish the fact that cooperative vocational education will serve the needs of students in the school. Program-planners must keep in mind that this type of education is only one component of a total vocational education program that serves the community, state, and nation. Cooperative vocational education should be available at the proper time and place in an individual's vocational development. Such optimal time, of course, varies among individuals. This implies that any justification of cooperative vocational education should take into account data concerning a wide range of individuals and their needs.

FOLLOW-UP STUDIES

A school which is sincerely concerned with providing education which is relevant to the needs of students will conduct follow-up studies which show the employment histories of graduates and dropouts. (See a sample follow-up study form in Appendix BB.) Some schools report that a large percentage of their graduates attend college; it may be more important to know what positions all graduates have held and what problems they have had in making a satisfying and satisfactory occupational adjustment. Factors which may justify initiating cooperative vocational education are:

1. Periods of unemployment after leaving school
2. Series of unrelated entry level jobs
3. Sub-minimal incomes relative to costs of living
4. Expressed needs for training that could have been met through cooperative vocational education.
5. Occupations performed which are best learned through cooperative vocational education

If it can be shown that the unmet needs of graduates and dropouts could have been served by cooperative vocational education, a school has justification for initiating the cooperative method. It is essential that follow-up studies contain reliable and valid data, and that information be obtained from students who left school one, three, and five years prior to the time of the follow-up.

NEEDS OF PRESENTLY ENROLLED STUDENTS

There are a number of factors and methods to consider when determining the needs of students within the school. If they can be obtained, the expressed interests and needs by students may be the single most important kind of data. Assuming students have had some exploratory occupational education and have developed some criteria for planning their own vocational development, and assuming reliable methods of obtaining information from students are employed, the following factors should be considered in justifying the need for cooperative vocational education:

1. Students' career plans and interests
2. Students' plans for further education
3. Students' interests in occupations for which training can be provided
4. Students' needs to work in order to remain in school or while obtaining further education
5. Students' type of part-time employment, hours worked, and income earned
6. Students' perceived relevance of schools' offerings for personal needs

In addition to the information obtained directly from

students, other faculty members are able to provide information of value in justifying the needs for cooperative vocational education. Through their association with students, other faculty know which students would benefit from practical learning experiences and where the students are likely to have strengths and weaknesses. The counselors, school nurse, psychologist, special education teachers, regular classroom teachers, and school social workers can supply useful information about the individual needs of students.

It is also important to know whether or not the faculty has a positive attitude toward cooperative vocational education because their support is vital to the success of these programs. Even a single vociferous faculty opponent can raise doubts in the minds of inadequately informed staff members and students; hence it is well to make certain that faculty recognizes the need for cooperative vocational education before it is initiated. A proposal to initiate cooperative vocational education should be presented at a meeting of the entire faculty so they understand the purposes of cooperative vocational education. In this way, their support can be confirmed.

NEEDS OF EARLY SCHOOL LEAVERS

Early school leavers represent former students whose needs were not met by their previous educational experiences. One way an educational plan can hope to attract and hold school leavers is through a convincing analysis of their needs. Cooperative vocational education has shown promise as a plan suitable for school leavers who had been formerly motivated to abandon school for employment prospects and who may be currently frustrated by a lack of specialized occupational training or even by deficient basic skills.

CUMULATIVE RECORDS

Cumulative records can contribute information to justify the need for cooperative vocational education and to confirm needs expressed by students and faculty. Measurable results of aptitudes, achievement, and interests may be used in describing the needs of particular groups of students or in assessing individual needs. Records also provide information on student's progress and adjustment to the school environment.

DETERMINING EMPLOYER INTEREST

Employer interest and support must be measured very early in the planning because without them cooperative vocational education cannot exist. Employers must perceive the program to be a source of potential trained employees for full-time positions and an opportunity to fulfill a social obligation rather than a way of getting cheap part-time help. The training must be for occupations "susceptible to promotion and advancement" and "related to existing career opportunities." Therefore, the following kinds of information should be obtained from employers:

1. Number who can provide suitable training
2. Number and kinds of occupations in the community
3. Potential short- and long-range needs for trained full-time employees
4. Training needs for particular occupations or for competency areas
5. Number of students for whom employers could adequately provide learning experiences
6. Number willing to provide training, even though full-time employment opportunities in their organization are limited.

SURVEYS OF EMPLOYER INTEREST

In establishing the needs for cooperative vocational education, a thorough inventory of employer interest is essential. Before assessing their potential participation, employers must be informed of the purpose of the cooperative method, its advantages, and their role in its operation. Thereafter a more formalized survey would establish the fact that employers are committed to the objectives of cooperative vocational education and are ready to cooperate in the training (see Appendix D).

STEERING COMMITTEES

A steering committee, which initially may be composed of employers from all the major occupational fields, can provide a general idea of the training needs of a community and the degree of employer interest that can be generated for cooperative vocational education. The involvement of employer groups in the initial planning stages stimulates employer interest and guides planners in identifying the most appropriate needs to serve. The steering committee may actually participate in conducting the survey of employer interests.

OBTAINING OCCUPATIONAL NEED DATA

A local school would have difficulty in justifying cooperative vocational education for occupations which are not well represented in labor force data, or for those occupations in which the number of employed personnel is rapidly decreasing. On the other hand, there would seem to be justification for cooperative vocational education which prepares individuals for occupations in which there are shortages of trained persons. It is essential that plans for cooperative vocational education include reliable data on the short and long-range occupational needs for the area served by this method. The following kinds of information should be utilized:

1. Unemployment and employment rates in a geographic area and by occupational categories
2. The availability of suitable training stations in a geographical area that may extend beyond the local community or local school district
3. Information on typical human resource needs (quantitative data) including:

a. Youth unemployment rate in the school district
b. Current openings in the labor market area
c. Labor turnover and employment expansion rates
d. Five-year projections for employment growth
e. Employment qualifications in occupational categories
f. Hazardous occupations for which student-learners may be exempted
g. New and emerging occupations

GOVERNMENT PUBLICATIONS

Vocational educators should be aware of occupational trends nationally as well as for the local areas and state for which they plan educational programs. Since people are mobile, many students can be expected to move from one area of the country to other areas or from rural communities to urban centers. Therefore, it is necessary to know something about the employee demand, supply of workers, and job locations in the various occupational categories. Much of this information is available in bulletins and reports published by the United States Government Printing Office. The following publications would provide helpful information:

1. Occupational Outlook Handbook (published biennially) and the Occupational Outlook Quarterly
2. Manpower Report of the President (published annually)
3. Census of Business (published every five years)

In addition to the publications listed above, there are state reports on human resource facts and figures which are available from the Illinois State Employment Service and the Illinois Department of Labor.

ILLINOIS STATE EMPLOYMENT SERVICE

Vocational education planners are encouraged to work closely with the local Illinois State Employment Service personnel to keep abreast of local occupational needs. They can provide quantitative data on unemployment and employment rates by geographic areas, occupational categories, and qualifications being required for employment. These are essential facts to be considered in justifying cooperative vocational education.

COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)

The Comprehensive Employment Training Act (CETA) was passed on December 23, 1973. This released revenue sharing funds to states, counties, and cities to train and place individuals who are unemployed, underemployed, or disadvantaged into employed positions. These employees are paid an allowance or hourly wage while in training. Teacher-coordinators should make contact with their area Comprehensive Employment Training Act (CETA) office if they have students who come from low income families or receive welfare payments such as Aid for Dependent Children (ADC) or Social Security Income (SSI). Local education agencies may receive assistance through the Comprehensive Employment Training Act office in the placement of qualified students in cooperative education. Students can be placed in government or non-profit agencies for training and be paid through Comprehensive Employment Training Act funds.

CHAPTER IV

PLANNING FOR COOPERATIVE VOCATIONAL EDUCATION

Vocational programs using the cooperative method should be organized to meet the needs of individuals for occupational preparation and adjustment as well as the needs of the community for trained personnel. The Illinois Office of Education–Department of Adult, Vocational and Technical Education provides funds to local school districts for occupational programs.

The planning for the cooperative method of vocational education should be a team effort involving key individuals in the school and community. School personnel should include: superintendent, principal, director of vocational education, department heads, guidance personnel, and teachers in the department. Outside school assistance should be sought from (1) consultants from the Illinois Office of Education–Department of Adult, Vocational and Technical Education; (2) key figures in business, industry, and labor; (3) Illinois State Employment Service; (4) district representatives from the State of Illinois Division of Vocational Rehabilitation; and (5) local Comprehensive Employment Training Act office.

THE LOCAL PLAN FOR VOCATIONAL EDUCATION

The Illinois State Plan, consistent with the educational amendments of 1976, provides a state administrative structure under which assistance and flexibility will be provided to allow local educational agencies to provide programs in response to individual's needs and state labor demands. State administration, supervision, and funding procedures complement this intent.

In order to obtain funds for vocational programs, services, and activities, local educational agencies are required to submit a plan for vocational education to the Illinois Office of Education–Department of Adult, Vocational and Technical Education. The content of local applications includes information such as:

1. A description of proposed programs, services, and activities (including evaluation activities) for which funds under the state plan are being requested
2. A justification of the federal and state funds requested and information on the amounts and sources of other funds available
3. Information indicating that the application has been developed in consultation with the educational and training resources available in the area to be served
4. Information indicating that programs, services, and activities proposed will make substantial progress towards preparing the persons served for a career
5. A five-year plan for meeting the vocational education needs of potential students in the area or community to be served
6. Information indicating the means by which the programs, services, and activities proposed will make substantial progress towards meeting the needs set forth in the five-year plan.

The local plan includes the following types of information:

1. General information
2. Administrative organization
3. Occupational program descriptions
4. One year plan
5. Long range plan
6. Personnel information
7. Financial information
8. Evaluation information

The local plan for vocational education is an integral part of the application for state funds and is the basis on which reimbursement is made. The state staff has the responsibility for evaluating the local plans in terms of meeting state priorities. The local application, properly utilized, should be an instrumental document in planning effective vocational education programs.

It is strongly recommended that cooperative vocational education personnel become involved in the development of the local plan. Some school districts have asked their teacher-coordinators to develop a curriculum plan for the occupational area for which they are teaching such as (1) Applied Biological and Agriculture; (2) Business, Marketing, and Management; (3) Health; (4) Home Economics; and (5) Industrial Oriented.

The plan should provide answers to the following types of questions:

Objectives

1. What are the management objectives of the district's total vocational program?
   a. State the program management objectives, in measurable terms, as they apply to the district's proposed total vocational program.

Students Served and Occupational Programs

2. How will proposed district's occupational objectives meet the needs of all students?
   a. Describe the occupational education needs of potential students served by your district and how, and to what extent, the program proposed in the plan will meet such needs.
   b. A brief, concise course description with credits or contact hours granted, related instruction, and training station coordination must be included. A description of the elementary occupational information program must be submitted if applicable.
   c. List the criteria used in identifying disadvantaged and handicapped students and the additional services provided to these students

that would justify the added funding factor.

d. List programs you propose to operate under special contract.

e. Student organizations and/or activities provided for occupational students.

Resources Utilized

3. What and how were school and community resources used in developing your program?
   a. Advisory Groups:
      1.) Indicate the type of vocational advisory council and/or committees that function in the district (e.g. general, occupational area, specific program).
      2.) Describe the utilization of the advisory council and/or committees in preparing the one and five year plan.
      3.) Describe other functions that the advisory council and/or committees perform for the vocational programs.
   b. Identify other community as well as school resources that will be used in the occupational programs provided the students.
   c. Describe how the programs proposed in this plan relate to other programs conducted in the area by a prime sponsor established under the Comprehensive Employment Training Act, if any, to assure a coordinated approach to meeting occupational education and training needs of the area.
   d. How will the district's program be articulated with various levels of education; e.g., K-12, Post-Secondary, private schools?

Guidance Services

4. What are the ancillary and guidance services provided to students in vocational programs?
   a. Specific guidance services
   b. Placement services

Evaluation

5. How do you plan to evaluate the vocational program and what use is made of the results?
   a. Describe the Locally Directed Evaluation plan to be followed by the district in evaluating the vocational program offered to students. The measurement of achievement of proposed program management objectives should be considered when developing the plan.
   b. Describe how the findings of vocational program evaluation during the past year have been used to develop the program proposed in this Plan.

Personnel

6. Personnel qualifications in relationship to vocational program assignment. Describe action being taken to remove the deficiency of *each* staff member not meeting the minimum requirements of the Department of Adult, Vocational and Technical Education Bulletin No. 4.

Occupational Programs

7. Describe program and/or curriculum improvements proposed for the coming year.
   a. What curriculum modifications will be emphasized to improve the district's vocational programs?
   b. Those districts receiving less than full approval on their previous plan must describe progress toward meeting the criteria established for full approval.

Occupational Programs

8. Describe the activities proposed to improve program quality within five years?
   a. Staffing and planning in-service training of staff
   b. Physical facilities and equipment
   c. Cooperative arrangement with other districts
   d. Useful resources

For further information see: *Guidelines and Format for Preparing Local District One and Five Year Plan for Occupational Education,* published by the Illinois Office of Education–Department of Adult, Vocational and Technical Education.

A STEP BY STEP PLANNING GUIDE FOR NEW VOCATIONAL PROGRAMS USING THE COOPERATIVE METHOD

It is advisable for a district to begin planning for the cooperative vocational phase of its vocational program at least a year in advance of its initiation. The following outline may serve as a guide for school officials who have been delegated the responsibility for getting cooperative vocational education underway. This guide is based on the assumption that one year of planning time has been allowed.

OUTLINE FOR ORGANIZING NEW VOCATIONAL PROGRAMS USING THE COOPERATIVE METHOD

A. Determine need and feasibility (First semester)
   1. Secure permission from all necessary school officials to investigate the need.
   2. Learn how cooperative vocational education operates, who is responsible for organization and administration, and teacher-coordinators and related subject teachers responsibilities and functions.
   3. Prepare in writing a basic outline of the plan you intend to follow in determining the need for cooperative vocational education and submit to appropriate administrative officials.
   4. Contact Illinois Office of Education–Department of Adult Vocational and Technical Education through appropriate administrative officials in school to secure appropriate bulletins and learn state requirements.

5. Request assistance in determining the need for cooperative vocational education from the Department of Adult, Vocational and Technical Education.
6. Contact key individuals among employer, employee, school, service organization and other agencies regarding the advisability of establishing cooperative vocational education.
7. Have an administrative official appoint a steering committee (temporary advisory committee).
8. Have a steering committee meeting at which time the following points are emphasized:
   a. Function of committee
   b. Objectives of proposed cooperative vocational education
   c. General acquaintanceship with cooperative vocational education
   d. Proposed plan of action
9. Conduct student survey to determine student needs and interests.
10. Make a local occupational survey to determine the number and types of training stations available. Sources of assistance in gathering occupational need data are:
    a. Steering committee
    b. Illinois State Employment Service
    c. Comprehensive human resource planning committee
    d. Chamber of Commerce
    e. United States Census statistics
    f. Service clubs
    g. Labor groups
    h. Research coordination units
    i. Counselors
    j. Trade associations
    k. Illinois Office of Education—Department of Adult, Vocational and Technical Education
    l. Comprehensive Employment Training Act Offices
11. Determine whether cooperative vocational education will fit into the total school program answering the following questions:
    a. Are there sufficient physical facilities, room, and equipment available?
    b. Can instructional materials be made available?
    c. Can the school meet the requirements of the Illinois State Plan?
    d. Are instructional personnel available?
    e. Is the school near enough to the employment community so that students can get to the training stations from school and home without undue difficulty?
    f. How many students are now employed?
    g. What courses, if any, must be added for effective operation?
12. Determine whether it is feasible to offer cooperative vocational education using the following sources of data:
    a. Student interest survey
    b. Parent interest survey
    c. School board recommendations
    d. Guidance personnel recommendations
    e. Faculty recommendations
    f. Employment data
13. Devise a tentative written plan, including: philosophy, objectives, policy formation, control, procedures, responsibilities of personnel, organizational structure and general supervision, broad advisory functions, and an estimated total cost and budget.

B. If it is feasible, the following steps may be taken to establish cooperative vocational education (Second semester):
   1. Select and hire teacher-coordinator(s).
      a. Determine the number of part-time and/or full-time teacher-coordinators required.
      b. Recruit for qualified teacher-coordinator(s).
      c. Consider state requirements and essential personal characteristics when selecting a teacher-coordinator answering the following questions:
         1.) Does the coordinator have the required professional and technical training for the particular occupational program to be installed?
         2.) Does the coordinator have the required occupational experience?
         3.) Does the coordinator have a deep interest in students?
         4.) Does the coordinator believe in cooperative vocational education and the need for it in the school and community?
         5.) Will the coordinator be respected as a teacher and a faculty member by pupils and faculty?
         6.) Will the coordinator be respected by members of the employment community?
         7.) Will the coordinator be an active participant in school and community affairs?
         8.) Does the coordinator have a commitment to keep up with changes in the field?
   2. Develop cooperative vocational education operational plan(s).
      a. Decide upon the type(s) of organizational plans to be installed (see Chapter I).
      b. Study lead-in courses which students may have taken.
      c. Describe characteristics of students to be served.
      d. Identify occupations for which training will be given.
      e. Provide space, classrooms, etc.
      f. Plan the appointment of an advisory committee.
      g. Publicize continuous progress in the develop-

ment of cooperative vocational education.

h. Inform school faculty of cooperative vocational education objectives and how it will operate.

i. Inform parents about cooperative vocational education.

j. Identify individual students who would benefit from and be interested in cooperative vocational education.

C. Before school begins (May through August):

1. Review planned budget and make recommendations for any needed revisions.
2. Continue to work with the steering committee (temporary advisory committee) consisting of representatives from the school, employers and employees in the occupational field(s), parents, students, and Department of Adult, Vocational and Technical Education.
3. Interview and obtain additional information on potential students.
4. Identify students who qualify for cooperative vocational education.
5. Describe expected student outcomes.
   a. Identify career goals and occupations.
   b. Specify needed competencies.
   c. Write statement of expected student outcomes.
6. Arrange for learning experience at training station with employers (see Chapter V).
   a. Select training stations (employers of students).
   b. Explain cooperative vocational education purposes, policies, and procedures.
   c. Obtain training agreements.
   d. Select and appoint training sponsors (trainers at the training station).
   e. Orient training sponsors.
   f. Develop training plans.
7. Arrange placement of students.
   a. Identify students enrolled and accepted into cooperative vocational education.
   b. Match students with training stations where they are likely to succeed, find satisfaction, and further career goals.
   c. Arrange employment interviews.
   d. Prepare students for employment interviews and successful entry.
   e. Check with employers on their decisions and follow-up with individual student conferences.
   f. Continue arranging interviews until all students are placed.
8. Hold orientation sessions for perspective students.
   a. Emphasize the operation of cooperative vocational education.
   b. Explain the rules and regulations of cooperative vocational education.
   c. Discuss student adjustment to learning at the training station.
   d. Discuss career opportunities.
9. Plan employment-related instruction and order instructional materials.
10. Attend summer workshops for cooperative vocational personnel.
11. Make coordination calls to avoid problems and to assure a successful beginning for students and training sponsors.

D. After school begins

1. Help students organize a vocational student organization chapter and plan chapter activities.
2. Organize permanent advisory committee(s).
   a. Have appointment and announcement made by school administration.
   b. Describe duties of the committee.
   c. Schedule meetings.

The above outline indicates the need for long-range planning. Many school systems are wisely employing their potential teacher-coordinators one year prior to implementation of vocational education programs using the cooperative method. A typical situation would find the teacher-coordinator with a half-time load for organizational duties and a half-time teaching load. A school that makes last-minute decisions in the spring or summer to start a program the following fall may face many difficult experiences. Problems in recruiting a well qualified teacher-coordinator, in selecting and scheduling student learners, and in selecting and developing training stations on a sound educational basis cannot be solved quickly and the long-range success of a program will be jeopardized by hasty actions.

DEVELOPING THE CURRICULUM

Vocational education is involved with an emphasis that changes gradually from interest and concern to direct participation—student age and development are the controlling factors. Somewhere in the students early educational career an interest in a vocation must develop. This interest must find expression in the elementary school and the junior high school. At an appropriate time—dictated by student interest more than age and grade level—the student must begin occupational exploration. The student needs the guidance of a teacher specially trained to provide aid at this point. Students need to have an opportunity to learn about ways that people earn a living. Later the student should have the opportunity to continue study of the occupational world by taking orientation courses and possibly participating in short term employment experience programs.

All through a student's formal educational career the student should be learning about employment. Students should learn much about themselves and their educational preferences; it is imperative that they sharpen their identity with their occupational future. When they finally make their occupational decision, vocational education should provide the survival skills which will make it possible for them to find employment in a number of specific positions related to the area of their vocational preparation.

Drop-outs and older disadvantaged students may have difficulty in identifying their occupational goals and a process for self-actualization. Poor employment experiences are a skill-deficit which must be recognized as part of the student's need for comprehensive career development. Listed below are some of the problems of these students that a teacher must be aware of and adjust to:

1. Students' mistrust of certain traditional educational programs
2. Students' need to support family
3. Students' poor employment history and adjustment.

If a school district accepts the challenge of preparing students for employment as part of its purposes, it should strive to gain and develop the following:

1. A commitment for vocational education by school boards and administrators.
2. A commitment by the faculty of the school community—that is to say that the second-grade teacher, the seventh-grade teacher, the high school math teacher and all other teachers have significant roles to play in vocational development of an individual in addition to the teacher whose instructional responsibility is directly related to skills and knowledges required in occupational training. This is not a new concept in education, but never before have the occupational goals of students been so totally dependent upon their total education.
3. A commitment from the public at large—the community must be interested, informed, and involved in promotion and development of vocational education.
4. A well-planned curriculum—(a) Start early in the student's formal education so more about employment, its dignity, and its relationship to the occupational world can be learned. (b) Provide a high degree of flexibility and individualization in orientation courses. (c) Expand the hard-core content of vocational education, (that part that makes a person employable) to accommodate a wider range of occupational opportunities and a larger number of students.

School districts can make curriculum changes in the following ways:

1. Provide in-service training for teachers and administrators
2. Establish Advisory Committees for Vocational Education and Cooperative Vocational Education
3. Develop comprehensive testing programs for grades K through 12. Tests such as the Educational Development Series Achievement Test, the General Aptitude Test Battery, Ohio Vocational Interest Survey, and several others will help students in curriculum planning and learning.
4. Organize a Curriculum Steering Committee to study vocational needs of students and community.
5. Conduct follow-up studies of former students.
6. Utilize results of locally directed evaluation activities for planning and implementing vocational education and cooperative vocational education (see evaluation, Chapter VIII).

Students identifed in high school as those who can benefit from successful occupational experiences and who can acquire maturity through close supervision should be encouraged to apply for special needs cooperative vocational education, i.e., Early School Leavers, Cooperative Work Training, School Work Experience Program, Work Experience and Career Exploration Program, and Handicapped. The potential of those students can best be developed through controlled and supervised learning experiences in the community.

Beginning in kindergarten, and continuing through high school, students should have experiences which provide opportunities to explore a variety of occupations, to identify and develop talents, and to try out occupationally oriented tasks. This may be done through field trips, films, guest speakers, exploratory experiences, and projects in addition to guidance and counseling. If regular cooperative vocational education is to be of greatest benefit, the students should be ready to make some tentative career choices at the time they enroll. Placement in a training job and related instruction can then be matched to the student's interests, abilities, and aspirations. This suggests that guidance and career exploration are essential before the students select occupational fields and exploration in depth.

Figure 4.1 on the next page is the Illinois Model for Career Education. Figure 4.2 is A Sequential Career Education Model. Also see Illinois Office of Education—Department of Adult, Vocational and Technical Education, *"An Aid for Planning Program in Career Education."*

The vocational program should be organized in a developmental sequence. Each student at the ninth and tenth grade level should have an opportunity to receive a broad exposure to several occupational areas. The student should gradually refine some personal occupational goals. This can be done through the use of occupational orientation courses, introductory courses, specific occupational courses, and through a continuing program of guidance and counseling.

The vocational program at the eleventh through fourteenth grade level is designed to train students for entering and advancing in the world of work. Cooperative vocational education is one plan for implementing occupational training. A comprehensive plan of cooperative vocational education at the high school or post-secondary level provides training for many different occupations from which students may select (see Chapter I).

Figure 4.3 is a sample of a curriculum outline from one school district for preparing students in Applied Biological and Agricultural Occupations.

FIGURE 4.1

CAREER EDUCATION
ILLINOIS MODEL

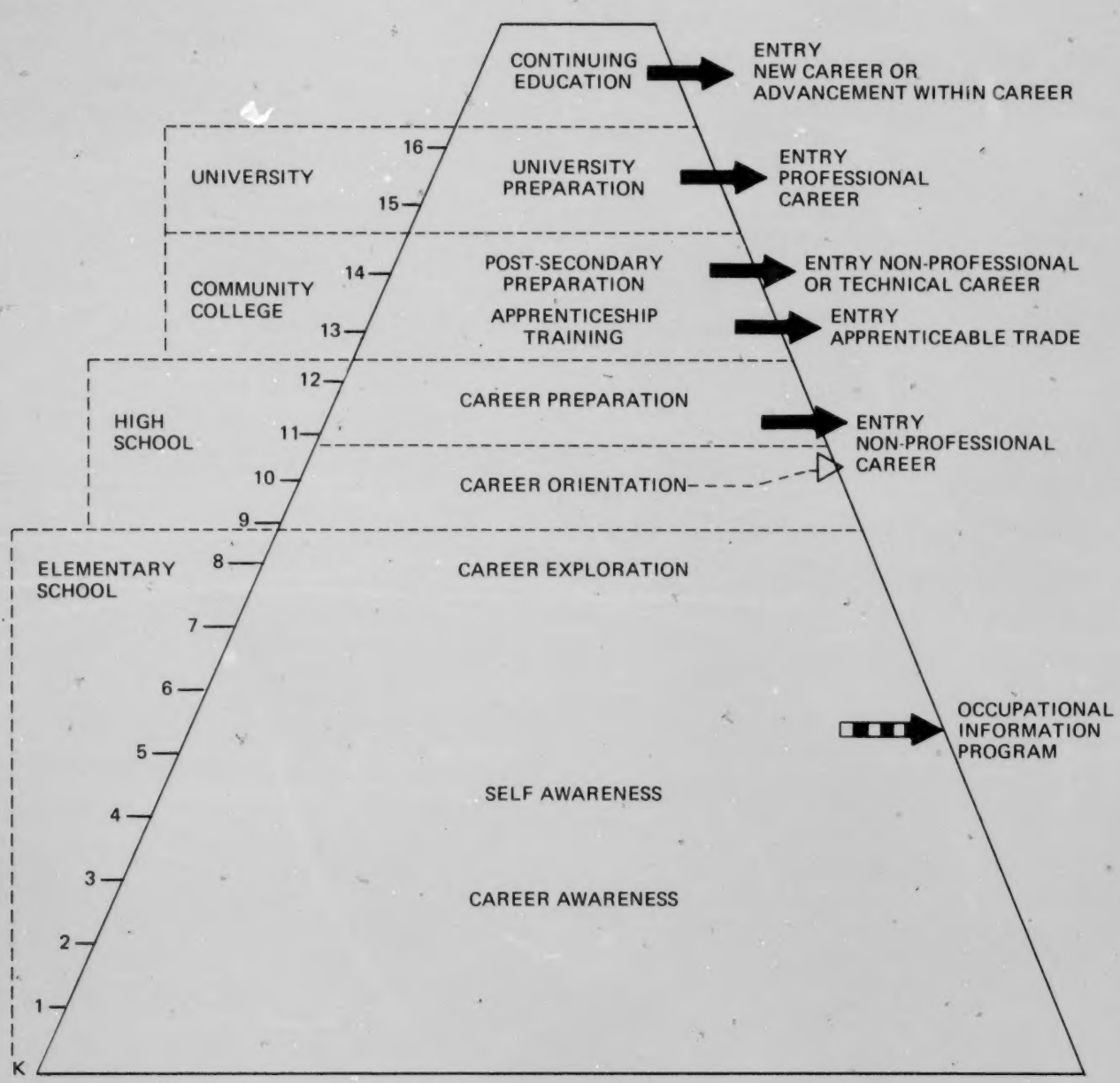


FIGURE 4.2

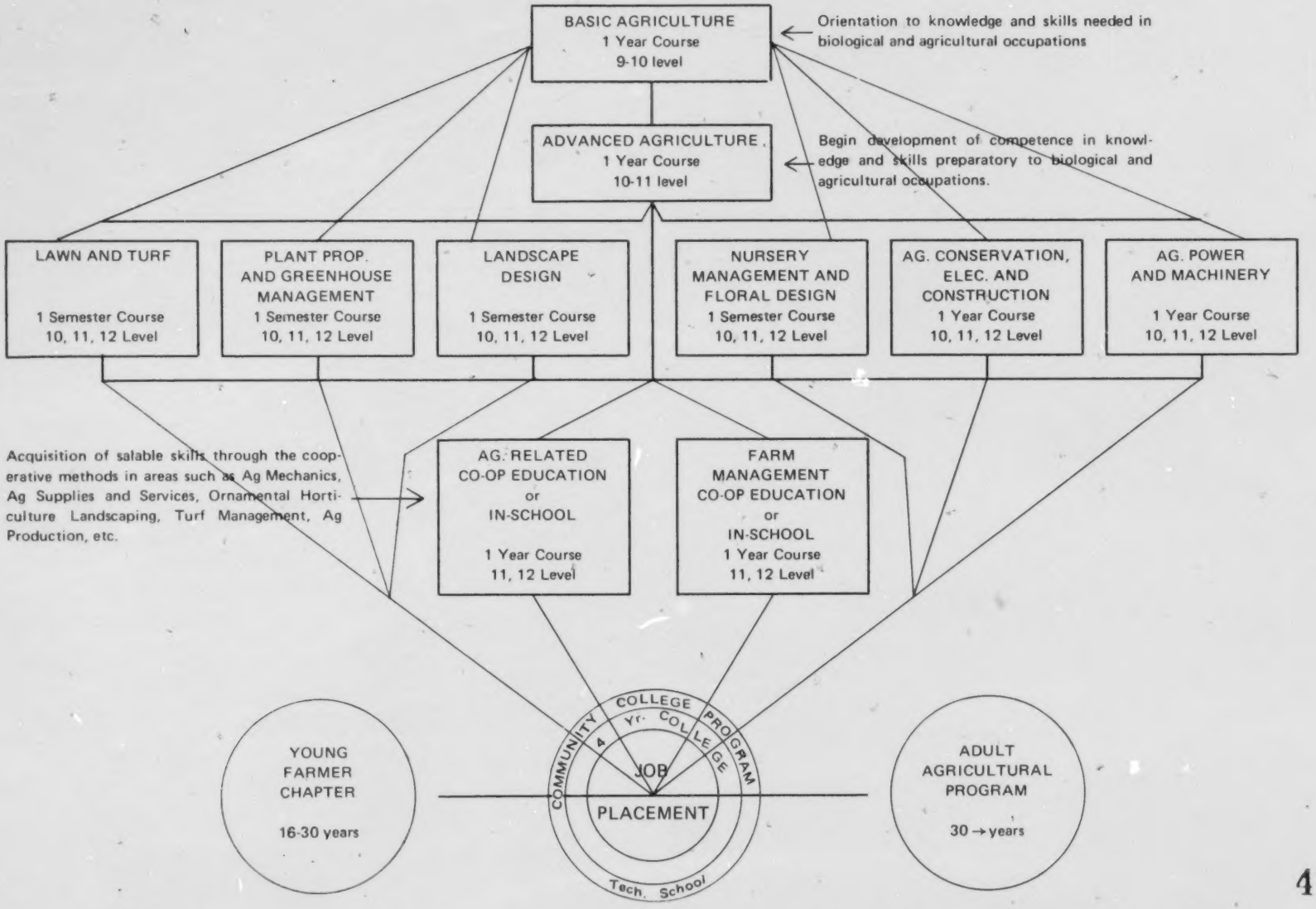
A SEQUENTIAL CAREER EDUCATION MODEL

STUDENT DEVELOPS SELF-AWARENESS AND UNDERSTANDING OF INTERESTS AND ABILITIES					
STUDENT DEVELOPS ATTITUDES ABOUT THE PERSONAL, SOCIAL AND ECONOMIC SIGNIFICANCE OF WORK					
GRADES K-3	GRADES 4-6	GRADES 7-8	GRADES 9-10	GRADES 11-12	POST-HIGH SCHOOL
OCCUPATIONAL AWARENESS:	SELF-AWARENESS:	OCCUPATIONAL EXPLORATION:	OCCUPATIONAL ORIENTATION IN DEPTH, BEGINNING SPECIALIZATION:	OCCUPATIONAL PREPARATION STUDENT SPECIALIZES IN ONE AREA*	EMPLOYMENT IN AREA FOR WHICH TRAINED:
Student is informed about occupations through a series of clusters* representing the entire world of work.	Student becomes aware of abilities and aptitudes of self.	Student explores several chosen clusters. *	Student may select one cluster* to explore in greater depth. Begin to develop entry level skill. May change cluster* if desired.	Student specializes in one occupational area. Takes prerequisites for further education and/or intensive skill training for job entry.	FURTHER EDUCATION IN ADULT EDUCATION PROGRAM FURTHER EDUCATION IN OCCUPATIONAL EDUCATION. GRADES 13 AND 14. FOUR YEAR UNIVERSITY CAREER PREPARATION.

*A "cluster of occupations" is composed of recognized occupations which are logically related because they include identical or similar teachable skill and knowledge requirements for employability. The implication is that occupational education centered upon the knowledge and skills common to the occupations comprising a "cluster" should prepare students for entry into an "area" of "family" of occupations rather than any specific one.

Occupational clusters, representative of the entire world of work and around which a career education system might be designed are: business and office occupations, marketing and distribution occupations, communications and media occupations, construction occupations, manufacturing occupations, transportation occupations, agri-business and natural resources occupations, marine science occupations, environmental control occupations, public service occupations, health occupations, hospitality and recreation occupations, personal services occupations and home economics related occupations.

FIGURE 4.3


BASIC AGRICULTURE
1 Year Course
9-10 level
Orientation to knowledge and skills needed in biological and agricultural occupations
ADVANCED AGRICULTURE
1 Year Course
10-11 level
Begin development of competence in knowledge and skills preparatory to biological and agricultural occupations.
LAWN AND TURF
1 Semester Course
10, 11, 12 Level
PLANT PROP. AND GREENHOUSE MANAGEMENT
1 Semester Course
10, 11, 12 Level
LANDSCAPE DESIGN
1 Semester Course
10, 11, 12 Level
NURSERY MANAGEMENT AND FLORAL DESIGN
1 Semester Course
10, 11, 12 Level
AG. CONSERVATION, ELEC. AND CONSTRUCTION
1 Year Course
10, 11, 12 Level
AG. POWER AND MACHINERY
1 Year Course
10, 11, 12 Level
Acquisition of salable skills through the cooperative methods in areas such as Ag Mechanics, Ag Supplies and Services, Ornamental Horticulture Landscaping, Turf Management, Ag Production, etc.
AG. RELATED CO-OP EDUCATION or IN-SCHOOL
1 Year Course
11, 12 Level
FARM MANAGEMENT CO-OP EDUCATION or IN-SCHOOL
1 Year Course
11, 12 Level
YOUNG FARMER CHAPTER
16-30 years
COMMUNITY
COLLEGE
4 Yr. COLLEGE
PROGRAM
JOB
PLACEMENT
Tech. School
ADULT AGRICULTURAL PROGRAM
30 → years

MATCHING COOPERATIVE EDUCATION WITH STUDENT'S NEEDS

The need for cooperative vocational education begins with a group of students who need vocational education to prepare themselves for a career goal. The cooperative arrangement of combining training station instruction with classroom instruction is chosen by the student as the means of achieving this goal. In order to design an organizational plan which is appropriate for the students, their needs and characteristics must be clearly defined. Coordinators must know what skills and knowledges the students' posses, their interests, their attitudes, and other attributes in order to place them in meaningful positions and to plan appropriate related vocational instruction. An earnest effort is made to place students in positions where they will experience a sense of achievement and will find satisfaction. The organizational plan may be based on an assessment of the following factors to insure meeting the needs of the students to be served:

1. Basic general educational skills
2. Specific skills to be developed prior to the occupational experience (Pre-requisite courses)
3. Physical stamina and health
4. Personality characteristics; especially, honesty and willingness to work
5. Interest in the career field
6. Special student needs such as financial, social, academic, and cultural.

Surveys can be helpful in identifying student's potential career interest (see Appendix B). The student survey in Appendix C is an indepth questionnaire to identify a student's occupational interests and goals.

In spite of the many assets of cooperative vocational education, no one organizational plan will encompass all vocational education needs simultaneously. There are many somewhat conflicting purposes and expectations for cooperative vocational education held by individuals and groups which may cause dissatisfaction later unless choices are made at the outset of planning. It is important that the selected purposes are well understood by all the parties involved—students, faculty, and counselors—because their inputs will vary with their concept of what cooperative vocational education is to achieve. There are at least two sets of considerations from which choices should be made—the vocational attitude continuum and the school attitude continuum.

The students' vocational attitude continuum ranges from non-vocational to entirely vocational purposes as follows:

1. To attend school on a half-day basis (non-vocational interest)
2. To earn money in order to remain in school (non-vocational interest)
3. To develop the necessary social skills and career attitudes and habits necessary for employment tenure or entry into other vocational training plans
4. To develop a viable career plan based on realistic self-appraisal and accurate occupational information
5. To develop a well-balanced combination of vocational capabilities that enables advancement more rapidly into a satisfying career.

The students' school attitude continuum varies from those who are anti-social and school-employment alienated and who may or may not be enrolled in school to those who are highly dedicated, socially sensitive, semi-professional oriented. Purposes within this range are as follows:

1. Young dropouts and potential dropouts who are not concerned with earning a living.
2. School dropouts and potential dropouts who realize the need for earning a living but who lack the understanding of social and vocational capabilities necessary for employment tenure.
3. School dropouts and potential dropouts who are willing to work and to develop the social and vocational capabilities necessary for employment tenure but have unrealistic or poorly selected career goals.
4. Regularly enrolled students at all educational levels who are conscious of the need for career plans and are pursuing understandings which will lead to satisfying careers.
5. Regularly enrolled students at all educational levels who have well-chosen career plans.

IDENTIFYING THE CHARACTERISTICS OF PROSPECTIVE STUDENTS

There should be a common understanding among all the parties involved concerning the characteristics of prospective students. Regardless of student ability levels, there should be agreement between the school and employers about the program entry criteria and standards. Employers must be aware of the characteristics of the students they employ. Information concerning prospective students in the categories listed below, plus additional information dictated by the special needs of the particular groups, will be helpful to cooperative vocational education planners. Home visitations and/or parental conferences are an integral part of the selection process. It is particularly important that counselors and coordinators agree on the characteristics of students who will be enrolled in specific types and sections of cooperative vocational education. Several forms which are helpful in gathering information on students are presented in Appendices E, G, H, I. In Appendix F, a parental release form is presented. The list below is a basic checklist only and items may be added or deleted to keep it consistent with the established organizational plans objectives.

1. Academic ability
   - IQ range
   - Grade record
   - Creativity
   - Over- and under-achievers
   - Aptitude test scores

2. Vocational interests
   Student's career goals
   Student's plan for future location of employment
   Parental occupations
   Grades in related field courses
   Co-curricular and extra-curricular activities
   Vocational interest test scores
3. Educational background and qualifications
   Potential to communicate adequately
   English grades, speech
   Reading ability
   Arithmetic ability
   Curriculum followed to date
   Pre-employment and prerequisite courses and grades
4. Emotional stability
   Control of temper
   Nervousness
   Temperament
   Behavioral patterns
5. Personality factors
   Introvert-extrovert
   Selfstarter-lethargy
   Sense of humor
   Physical characteristics
   General outlook on life
6. Character
   Honesty
   Loyalty
   Morals
   Ambitions
7. Health
   General health
   Stamina
8. Aptitudes and Talents
   Art ability
   Color perceptability
   Manual dexterity
   Clerical aptitudes
9. Parental Aspirations for their Child
10. Socio-economic Background
    Socio-economic level of family
    Occupations of parents and other relatives
    Need to supplement family income
    Career patterns of parents
    Nature of home life
11. Vocational Maturity
    Expressed interest in occupation
    Work experience record
    Willingness to assume responsibility
    Record of attendance and punctuality
    Work habits
    Willingness to work and learn attitude

PROVIDING VOCATIONAL COUNSELING SERVICE

Vocational counseling services are important during all stages of vocational development. Prior to entering cooperative vocational education, students need information about occupations and about the various educational programs which will fulfill their vocational needs. Guidance personnel, teachers, and vocational coordinators need to work together in providing the most appropriate educational experiences for serving students' vocational needs. The counselors should refer students to cooperative vocational education coordinators for more detailed information and exploration of training opportunities. Thus, the teachers and guidance personnel should be knowledgeable about cooperative vocational education and its values for students with various patterns of interests and abilities. The teacher-coordinator should keep administrators and teachers, in addition to counselors, informed of the progress of individual students and give them opportunities to observe cooperative vocational education in operation.

DEVELOPING GUIDANCE AND PLACEMENT SERVICES

Although the primary responsibility of enrollment, placement, and follow-up usually rests with the teacher-coordinator, there should be open lines of communication with all of these potential sources of assistance in order to optimize the opportunities and career development of students. Of particular importance is the teacher-coordinator relationship with the guidance counselor. Successful teacher-coordinators have found that if they really want the support and assistance of other personnel, they must take definite steps to develop understanding and cooperative working relationships. The following are practices which have been successful in establishing good relationships with guidance personnel:

1. Seek their advice during initial planning stages.
2. Seek their advice and assistance on such matters as scheduling, counseling, recruitment, selection, program development, and evaluation.
3. Keep them informed about program activities, student progress, business and industry reactions to school programs, local occupational opportunities, and other relevant information.
4. Invite them to observe the related class, attend advisory committee meetings, accompany coordinator on training station visits, attend youth organization functions, and talk with students who are enrolled in cooperative vocational education.
5. Bring them into contact with other employers and employees representing all facets of the community through field trips, meeting with representatives from the employment community, and resource speakers brought into the school.
6. Work together to help students recognize special interests and aptitudes through an interpretation of school records, test profiles, home background, and other information that may be available.
7. Work together in selecting students who meet the cooperative method criteria and will gain the most from this type of educational plan.
8. Work together in matching students' interests,

needs, and abilities to the appropriate training station making sure this is done free of sex bias.

A detailed handbook, *A Handbook for Career Guidance Counselors*, on developing guidance and placement services is helpful for both teacher-coordinators and guidance counselors. It can be obtained from Curriculum Publications Clearinghouse, Western Illinois University, 75 Horriban Hall, Macomb, IL 61455.

SENSITIVITY TO STUDENTS' CAREER DEVELOPMENT

It is reasonable to expect that students' perceptions of occupations and their career aspirations will change during the time they are participating in cooperative vocational education. The need for individual counseling and value discussions with the coordinator are important while the student is trying out occupational roles and testing reality. The participating employers and the training sponsors should also provide opportunities for discussing individual adjustment and progress with the students. If it becomes evident that training in a particular position or firm is no longer challenging or appropriate in light of a student's career interests and needs, consideration should be given to altering the present training station and/or in-school instruction. Sometimes, it may be necessary to place the student at a different training station even though there may be certain valuable outcomes to be derived from the student's present employment situation.

A comprehensive plan for cooperative vocational education in a school should provide opportunities for training in many occupations for students with varying levels of ability and a variety of career interests. It is essential that learning opportunities be developed to meet the needs of potential school leavers and early school leavers in addition to those who are certain to graduate. More students could be served by making better use of personnel, possibly decreasing the teaching load of coordinators, and by making maximum use of training stations through different patterns of scheduling school and employment. When the community, the school (administration and faculty), the parents, and the students acknowledge the social and educational values of cooperative vocational education, support for added personnel and facilities will be provided.

PLANNING TO MEET COMMUNITY NEEDS

Cooperative vocational education is primarily concerned with meeting the needs of individuals; however, it is imperative that community needs be considered in providing education which leads to employment. From the standpoint of both student and local community, the occupations for which training is given must be those in which trained employees are in demand. In planning and adjusting cooperative vocational education to meet dynamic labor needs and changes within occupations, the school must work closely with other agencies. A reasonable balance between the number of persons trained and the opportunities for jobs should be maintained.

COOPERATING WITH OTHER GROUPS IN PLANNING AND IMPLEMENTING COOPERATIVE VOCATIONAL EDUCATION

The success of the cooperative method in vocational education depends on the support and participation of many individuals and groups in the community. In order to have this support and assistance, it is necessary for these groups to participate in planning and implementing programs.

Employers and employer groups can assist the school in the following ways:

1. Serving on advisory committees
2. Identifying suitable training stations
3. Providing and preparing effective training sponsors
4. Encouraging students to enroll in cooperative vocational education
5. Providing resource speakers and instructional materials
6. Setting performance standards and evaluating training station performance of students
7. Promoting legislation of funds to facilitate cooperative vocational education
8. Advising the school on training needs and occupational opportunities
9. Facilitating the full-time placement of cooperative vocational education graduates following the training period
10. Obtaining community support for programs and communicating with various community groups
11. Helping to fund scholarships

Labor groups can contribute to cooperative vocational education in the same ways and they should be involved in the planning. If labor groups are involved in planning and implementing cooperative vocational education, they become committed to the objectives and view the cooperative method as serving their best interests. Their cooperation and support usually have much to do with the success of cooperative vocational education in a community.

Other community groups such as service clubs, civic action groups, religious organizations, welfare agencies and ethnic groups, should be involved in planning and implementing cooperative vocational education. A task force made up of representatives from these groups can provide valuable help in stimulating community support through the organizations represented by the members. Through assistance from community groups and labor groups, education becomes a joint enterprise.

ORGANIZING AND USING ADVISORY COMMITTEES

If vocational education is to serve the total citizenry, as it must under the mandate of the Education Amendments of 1976, it is imperative that the resources of the total clientele to be served are utilized to obtain and maintain balance and direction of the programs using the cooperative method. The Education Amendments of 1976 require each local educational agency receiving reimbursement to estab-

lish a local advisory committee to provide advice on current employment needs and relevancy of courses in meeting such needs. Committees to represent the general public—especially business, industry and labor—may be established for program areas, schools, communities, or regions.

Types of Advisory Committees.—There are two types of advisory committees most commonly functioning at the local level. One is concerned with the total vocational education program; the other deals with one specific course or occupational cluster. The first type is often referred to as the "general" advisory committee which gives assistance in planning, implementing, and maintaining the total vocational program; the second type is often referred to as the "specialized" advisory committee which gives assistance in planning, implementing, and maintaining the specific course or occupational cluster. Whether or not both types of committees are needed depends upon the size and status of the vocational programs. In a small community with a limited number of occupational programs, one committee might suffice for all programs; but in a larger school or community college where several programs are planned and/or in operation, a general committee and specialized committees might be advantageous.

Advisory Committee Approval.—Before selection of members for an advisory committee can begin, the school's board of education must approve the use of a committee. After the board has approved the use of an advisory committee, the board should develop a statement of policy or a charter regarding the organization and operation of advisory groups. *A Guide for Planning, Organizing, and Utilizing Advisory Councils*[1] is an effective publication to assist in the development of a charter which usually includes the following:

1. The recognition that advisory groups are a part of the machinery of the educational system
2. The purposes of the committee
3. The duties of the committee
4. The channels of communication with the system's board of education
5. The method of selecting and replacing members
6. The term of the members
7. The method of eliminating inactive members
8. The officers and internal organization of the committee
9. The method of obtaining the board of education and administration representation at committee meetings
10. The relationships of the committee to the administrators and other teachers
11. The responsibilities of teacher-coordinators to the committee

A selection committee may be appointed by the educational system's board of education to recommend to the board the original members of the committee. Selection committees appointed by the board may also be used to recommend replacements. Appendix Z illustrates a copy of a letter from the superintendent inviting an individual to be an advisory committee member. A brochure on cooperative vocational education advisory committees developed by the school or the *Advisory Counsel Member*[2] handbook could be sent along with the letter.

Qualifications of Committee Members.—Individuals who are selected to serve on an advisory committee are chosen because of their proven success in their occupational field. Business and civic enterprises make many demands upon the time of successful individuals. The same assets that make them successful qualifies them for service on an advisory committee. When selecting committee members, they should:

1. Represent men, women, and minority groups
2. Show interest in the problems of the educational system
3. Represent the general opinion of the professions, public services, business, management, industry, and the public
4. Have the time to devote to committee work
5. Not exploit the committee for personal benefit

Size and Organization of Committee.—The size of advisory committees varies with the size of the educational system and the function of the committee. Experience with programs and state studies have found that the average successful committee has between 5 and 12 members. Usually, a group of approximately nine persons, including the ex-officio members, proves manageable from the standpoint of planning for meetings and adequacy of representation.

The committee should have rules for their operation. These rules should be few and simple. Within the framework of a boards' statement of policy, a committee should develop its own rules of operation, such as:

1. Time and length of meetings
2. Method of notifying members of meetings
3. Method of calling special meetings
4. Method of developing agenda for meetings
5. Officers including a chairperson, vice-chairperson, and secretary

Functions of Local Advisory Committees: General and/or Specialized.—The primal function of local advisory committees is to advise and counsel the educational system's administration and instructional staff in planning, implementing, and maintaining vocational education programs. Some specific functions for cooperative vocational education might be:

1. Communicating the values of cooperative vocational education in the community
2. Preparing training sponsors to be effective in training station instruction
3. Identifying suitable training stations
4. Evaluating the effectiveness of cooperative vocational education
5. Assisting in organizing cooperative vocational education
6. Serving as a liaison group between the school and the business community
7. Providing instructional help through resource

speakers, trade materials, and occupational information

8. Working with labor and management groups at the local level to insure maximum involvement and cooperation
9. Serving as a liaison group between the local committee and the state advisory council
10. Assisting in determining the criteria and standards for measuring employment performance of the student at the training station
11. Providing public relations activity at the local level
12. Assisting in solving problems at the local level
13. Projecting employment needs in occupational areas
14. Aid in surveys to keep cooperative vocational education relevant and flexible

HINTS ON THE ORGANIZATIONAL MEETING

The initial meeting is extremely critical as far as maintaining the interest and continued support of the committee members. If the first meeting is well conducted, the new members are well informed by the school and a degree of rapport is established.

The following checklist will assist the responsible person in preparation for the first meeting.

1. Inform each member of the date, time, and place of the meeting several weeks in advance. (Also note point 5)
2. Send invitation to school administration.
3. Prepare agenda of the program. (Orientation of the members is the main objective.) Agenda should be in their hands at least two or more days in advance of meeting.
   a. Welcome and remarks by the chief school administrator.
   b. Introduction of the members.
   c. Nature and objectives of the school and the specific program.
   d. Discuss types of activities committee members are to be involved in. (Keep committee task oriented.)
   e. Orient members to policies, purpose, and functions.
   f. Briefly outline the standards specified in Federal Acts for Vocational Education and the State Plan for Vocational Education.
   g. Discuss organization of the committee. (Wait 2 or 3 meetings before electing officers.)
   h. Consider the development of a constitution with input from members.
   i. Set date for the next meeting. Plan agenda for next meeting.
4. Arrange for refreshments.
5. Phone members of committee a day before to remind them of meeting. (They are busy people and could forget.)
6. Start and adjourn on time.
7. Make a friendly phone call and/or send letter to the committee members thanking them for attending.
8. Frequency and time of meetings should be established in light of work to be done. Many schools have found noon or breakfast meetings successful.

Specialized advisory committees meet more often than general advisory committees. They are used continuously throughout the school year; whereas, general advisory committees may meet primarily during the early stages of planning and less frequently thereafter. The agenda for these meetings should be arranged in the following sequence:

1. Call to order by chairperson
2. Secretary read minutes of last meeting
3. Report of prescribed activities since last meeting
4. Comments from Chief Administrator
5. Comments from members of Advisory Committee
6. Old business from last meeting
7. New business and plan of action
8. Adjournment

Suggested Practices.—Individuals who have been most successful with advisory committees offer the following suggested practices:

1. Prepare and operate within the framework of a constitution
2. Keep committee advisory in nature
3. Consider issues which are relevant to vocational and technical education
4. Elect and utilize a slate of officers
5. Have regular meetings and keep them informal
6. Develop a purposeful agenda for each meeting
7. Prepare and distribute minutes to members, the administration, and board members
8. Sincerely seek and heed advice of committee
9. Recognize accomplishments of committee
10. Disseminate agenda and materials to be considered to the members prior to the meeting
11. Make use of subcommittees
12. Encourage criticisms from committee
13. Evaluate work of the committee
14. Involve vocational guidance staff in committee functions and activities
15. Organize and develop specific duties that each member can perform
16. Encourage members to interact with each other (including administrator and teacher-coordinator)

PLANNING WITH EMPLOYMENT AGENCIES

The Illinois State Employment Service and other government manpower agencies should participate in planning, promoting, and implementing cooperative vocational education. Provisions for cooperation with the employment services are written into the vocational act, so the coordinator should receive a warm welcome from the employment service personnel. The employment service should provide the school with current data on employment opportunities, training needs of workers seeking employ-

ment, and other information which helps the school develop programs suited to the employment needs of the area. It may also assist the school in identifying suitable training stations, administering employment and guidance tests, and by referring students to the school for cooperative vocational training. The objective of cooperative planning is to best serve the needs of individuals for occupational training and to avoid duplication of costs and effort. In exchange, the school will need to furnish information on the availability of training, the number being trained, and other data to the employment service.

COOPERATING WITH OTHER SCHOOLS AND AGENCIES IN FILLING EMPLOYMENT NEEDS

Coordination of the various employment-related training programs is necessary to fulfill labor needs efficiently. A community may have many different types of "education for work" such as work-experience programs, adult education classes, apprentice training programs, summer job programs, Comprehensive Employment Training Act programs, voluntary social service projects, junior achievement companies, and Division of Vocational Rehabilitation programs. Some of these may serve as feeder programs to cooperative vocational education when the participants are ready for additional training; some may provide for further training of graduates and school dropouts. Information about the opportunities for cooperative vocation education must be communicated to the supervisors and directors of these programs so that young people can be referred to the school for continuing education in their field of interest. On the other hand, the cooperative vocational education coordinator should be familiar with the various training programs in the community in order to avoid duplicating their services and in order to be able to refer students whose needs may be best served by these agencies or programs.

A coordinator must be familiar with the occupational education programs which students may enter after completing cooperative vocational education at the high school level. Students who want further training may be referred by the coordinator to post-secondary vocational schools, community colleges, apprenticeship programs, four-year institutions, adult education programs, private trade schools, and other agencies which offer the type of additional education desired.

FOOTNOTES

[1]Curriculum Publications Clearinghouse, 75 Horriban Hall, Western Illinois University, Macomb, IL 61455.

[2]Illinois Office of Education–Department of Adult, Vocational and Technical Education, *Advisory Council Member*, 100 North First Street, Springfield, IL 62777.

CHAPTER V

THE TRAINING STATION

The need for schools to use the resources and services of the employing community for supervised occupational laboratories in cooperative vocational education makes the organization and establishment of training stations on a sound educational basis imperative. Cooperative vocational education cannot be valid unless the training station becomes a true extension of the school's instruction. It is the duty of the teacher-coordinator to build and maintain harmonious relationships among all groups involved in cooperative vocational education so the student-learner receives the very best career preparation.

SELECTION OF TRAINING STATIONS

The teacher-coordinator must carefully select training facilities and personnel. The student's needs, interests, aspirations, and ability to adapt are the most important considerations in determining the suitability of a training station.

Many individuals and groups can assist the coordinator with this important element of cooperative vocational education. Personnel from the Illinois State Employment Service as well as steering and advisory committees are willing to help. Frequently, they have information concerning potential opportunities and needs for training in the community.

It is easy for a teacher-coordinator to blame an employer or training sponsor for not providing effective instruction at the training station. However, all too frequently the employers and training sponsors are not fully aware of their duties and responsibilities.

A group of experienced teacher-coordinators, enrolled in a graduate coordination technique class, conducted interviews with current students' employers and training sponsors to determine their understanding of the following responsibilities and conditions regarding training stations:

1. Cooperative vocational education is a bona fide educational method and not merely a device for placing students on jobs.
2. Employers are considered a partner in the program of training and should assist the school by providing planned learning experiences at the training station.
3. Training stations will provide a minimum of 15 hours of employment a week throughout the school year.
4. A monetary wage will be paid all beginning student-learners and this amount may be increased proportionately to their productivity.
5. Potential student-learners receive vocational counseling at the school during which they determine tentative career objectives.
6. Student-learners will receive instruction in areas directly related to helping them achieve their career aspirations.
7. Student-learners should have opportunities to move from one specific activity at the training station to another in order to participate in various experiences leading to achieving their career aspirations.
8. Student-learners should be placed in the same employment status as other part-time employees in matters of social security, insurance, vacations, and labor laws.
9. Coordinators will visit the student-learners, observe performance at the training station, suggest to the employer some good methods of training station learning experiences, and determine the employment activities to which classroom instruction should be related.
10. Periodic evaluations based on the training station performance of the student-learner will be made by the employer or training sponsor and reported to the coordinator.

The coordinators were amazed at how little the employers and training sponsors remembered from what they thought they had explained. Therefore the coordinators designed a plan for systematically informing the employers and training sponsors of the essential elements of cooperative vocational education.

In order to make appropriate student placements, the teacher-coordinator and advisory personnel must have some criteria for determining what constitutes a suitable training station. Criteria to be included are: (1) occupational criteria, (2) policies and practices of employing firm or organization, (3) management objectives and attitudes, and (4) employment conditions criteria.

OCCUPATIONAL CRITERIA

The Vocational Amendments of 1976 specify that learning experiences at the training station of regular cooperative vocational education should be "related to existing career opportunities susceptible to promotion and advancement," and "does not displace other workers who perform such work." In various parts of the 1976 legislation, it is implied that the number of students trained in an occupational field should roughly correspond to the distribution of occupations in the labor force. The occupations must be considered in terms of the potential employability of the students during the training period and the contribution the occupational training can make to the students' vocational development. Characteristics of the students must always be considered in evaluating and selecting the occupations to be learned.

Some of the factors to be considered in examining occupations within a training station are:

1. Compatibility of the occupations with the capabilities and the career interests of the students so the job will be interesting and challenging
2. Sufficient learning content to be worthy of the time and effort to be expended in learning the occupation
3. Susceptible to promotion and advancement
4. Relationships to existing and future career opportunities.

POLICIES AND PRACTICES OF EMPLOYING FIRM OR ORGANIZATION

The reputation of the employing firm in the community is an important consideration because people in the community tend to evaluate cooperative vocational education partly by the type of firms or organizations which participate. Every effort should be made to select employers from whom students can learn desirable operating practices and employment standards. Some policies and practices to consider in selecting suitable training stations are:

1. Wage scales in relation to those paid for similar occupations in the community
2. Relationships with labor groups and other employers and with customers and clients
3. Work standards and efficiency of operation
4. Hiring, promotion, and dismissal practices
5. Employment conditions and employer concern for well-being of employees
6. Credit record and financial stability
7. Support of community activities and welfare
8. Insurance coverage
9. Past experience with the cooperative method.

A coordinator must be sure to select training stations where employment at that firm is made available without discrimination. A coordinator should not utilize any firm that practices discrimination of any type.

MANAGEMENT OBJECTIVES AND ATTITUDES

It is essential that employers of cooperative vocational education students are strongly committed to the training objective. Their attitude toward training is reflected by the way they train their regular employees. A firm or organization which has an on-going training program and seeks to develop the maximum occupational growth of each employee is potentially a suitable training station. In evaluating the attitudes of employers toward training some possible criteria are:

1. Employment of personnel responsible for planning and conducting training
2. Type and amount of training given to regular employees
3. Quality of facilities for training
4. Willingness of employer to participate in planning a training program for student(s) and to agree to a written training agreement
5. Expertise of employees in performing their occupations
6. Equal access for all cultural groups and for both sexes to receive quality training opportunities.

EMPLOYMENT CONDITIONS CRITERIA

The employment conditions should be carefully evaluated when determining the suitability of training stations because the school is responsible for the health, safety, and employment satisfaction of students. Placement of students in training stations where the environment is unpleasant, or not in keeping with generally accepted standards for the occupation, can breed dissatisfaction on the part of students, parents, and others who expect cooperative vocational education to maintain high standards. Some employment conditions to consider in selecting suitable training stations are:

1. Convenience of location with respect to the student being able to get there from school and back home safely within a reasonable period of time
2. Healthful and safe employment conditions
3. Hours of employment to allow the student sufficient time to keep up with other school assignments, participate in some recreation, and get adequate rest.
4. Adequate equipment and facilities to practice the occupation for which training is planned
5. Compliance with local, state, and federal labor regulations regarding wages, hours, employment conditions, insurance, hazardous occupations, and affirmative action.

LEARNING AT TRAINING STATIONS

The major purpose of cooperative vocational education is for students to learn; to earn is secondary, although essential in order for the learner to participate. An educational program is expected to contribute to student growth (i.e., the acquisition of competencies which the student did not possess prior to entering the program). The desired learning outcomes of cooperative vocational education are achieved (1) by cooperative planning between the teacher-coordinator, the employer, and the student and (2) by continuous evaluation and follow-up activities.

TRAINING CONTENT CRITERIA

The training station learning experiences should be matched to the capabilities of the student. If the training content is not challenging and capable of improving the occupational competencies of a student, then it is not a suitable training station. Some students, of course, may take a long time to learn even relatively simple tasks. Other students are capable of learning highly skilled tasks and of assuming increasing responsibilities rapidly as they progress in the training. Some factors to consider in evaluating training content are:

1. Goals and capabilities of students

2. Amount of training required to perform the occupation
3. Opportunities for increasing responsibilities and upward occupational mobility
4. Applicability of the training content for future employment
5. Ability of the firm or organization to provide adequate instruction
6. Ability of the school to provide the necessary related instruction
7. Attitude of training station instructors (training sponsors) toward the training content.

TRAINING SPONSOR SELECTION CRITERIA

Selection of the individuals who will conduct the actual learning experience at the training station and supervise the cooperative vocational education student at the training station is critical to the quality of the learning experience. This training sponsor may be the employer or manager of a firm, but more often is a supervisor or experienced employee who can work closely with the student at all times. The teacher-coordinator, who knows the student well, and the employer, who knows the capabilities of employees, together select the training sponsor who will be responsible for the student. Some suggested criteria for selection of a training sponsor are:

1. Technical competence in the occupation to be taught
2. Ability to organize and conduct learning experiences
3. Worthy personal traits and employment habits which the student can emulate
4. Ability and willingness to allot sufficient time and effort to training
5. Ability to communicate and relate to employers, co-workers, and other employees
6. Interest and positive attitude toward training and toward student-learners who will be enrolled
7. Specific skills or attitudes required in working with students having special needs (e.g., slow learner, or student who lacks self-confidence)
8. Ability to adapt training station instruction to the learning style and capabilities of the student
9. Competence in human relations and sensitiveness to student needs for recognition, guidance, and direction
10. Willingness to work with the school coordinator in planning training station learning experiences, related classroom instruction, and in evaluating student progress
11. Minimum turnover in training station staff

In some training stations a new training sponsor will be designated when a student is rotated from one position or department to another. It is essential that careful attention is given to the selection of each training sponsor because students tend to form an opinion about the occupation from their experiences with supervisors.

PROVIDING A PROGRAM OF SPONSOR DEVELOPMENT

Training a cooperative vocational education student will be a new experience for many training sponsors. Even though they are carefully selected because of their potential ability, training sponsors are usually more effective in their roles when they are given special help by the teacher-coordinator in how to train students.

The training sponsor should be included in the early planning sessions with the employer and the teacher-coordinator so the training sponsor understands the purpose of the cooperative arrangement and the role one is expected to perform in achieving these objectives. A printed guideline describing cooperative vocational education and the duties of the training sponsor is valuable in communicating helpful information to the training sponsor. A number of schools have their own training sponsor's handbook or copies can be secured from some of the sources listed in Chapter VI.

In firms where there are several training sponsors, or in communities where it is feasible to have training sponsors meet as a group, a luncheon meeting is a good way to foster group enthusiasm for "cooperative" teaching so learning experiences are provided at the training station. Training sponsors take pride in their responsibility when the coordinator gives this type of public recognition for their contributions. The group meetings provide opportunities to discuss common problems as well as to recognize the importance of the training sponsor's role.

Some individuals who are competent in their occupational field have difficulty in teaching others to perform tasks; they often tend to assume that the learner can perform a task after being told and shown once how it should be done. Time taken to educate the training sponsor in methods of analyzing tasks to be taught and in using the step-by-step method of (1) preparing the learner, (2) presenting the material, (3) applying the learning, and (4) checking on training station instruction will result in better learning experiences for students. The teacher-coordinator will also be making a contribution to the training efficiency of a firm by training supervisors to be better instructors of a particular position and the training sponsor will derive satisfaction from being able to teach effectively. With employment opportunities now being opened to many formerly excluded groups, coordinators who have students with special needs should also offer guidance to training sponsors on how to develop teaching strategies effective for these individuals.

Training sponsors may not be experienced supervisors who know how to manage human relations and how to relate to the students whom they supervise. By discussing human relations training with the training sponsor, the coordinator can help many training sponsors to become more successful in their relationships with students as well as becoming better supervisors. The training sessions can usually be conducted at one of the training stations or at some convenient meeting place such as the school or local Chamber of Commerce meeting room. An effective training

sponsor development program is the best method of maintaining the support of employers and training sponsors from firms who are already providing good training as well as developing marginal or inadequate training stations.

The teacher-coordinator should continue to work with individual training sponsors through periodic calls to the training station. The training sponsor should be encouraged to discuss any problems which the student might be having in making a satisfactory adjustment. The teacher-coordinator may suggest alternative ways of dealing with problems or provide information which will help the training sponsor to solve problems. Through periodic reviews of the student's progress, the training sponsor can determine when the student is ready for new experiences and can keep the focus of the cooperative method on instruction and learning. As the teacher-coordinator makes suggestions on training, the contribution and achievements made by the training sponsor can also be recognized. Above all, the teacher-coordinator should be outstanding in diplomatically working with all those associated with cooperative education.

PREPARING A TRAINING AGREEMENT OR MEMORANDUM

The teacher-coordinator must make a continuous effort to maintain a training emphasis in cooperative vocational education. This is partly achieved through the training agreement. The training agreement is a written statement of the training commitment which is expected of each of the parties involved—the employer, the training sponsor, the student, the parent, and the teacher-coordinator. Other parties who could be included are school administrators and advisory committee members. The training agreement is an essential and business-like way of coming to an agreement on the responsibilities of the individuals concerned. The training agreement should be signed by each of the parties mentioned and a copy should be given to each of them at the time the student is employed. The following kinds of information should be included in the training agreement:

1. Statement of purposes
2. Career goal of the student classified by U.S. Office of Education code number
3. Occupation(s) to be taught
4. Duration of the training period
5. Employment and school schedule (minimum and maximum school hours and hours at the training station)
6. Beginning wages and possibly conditions for increases in wages
7. Training station and training sponsor responsibilities
8. School and teacher-coordinator responsibilities
9. Student and parent responsibilities
10. Name, social security number, date of birth, age, address, and telephone number of student
11. Training plan (this may be a separate document or the plan may be broadly outlined in the agreement and a more detailed plan completed later).

What is the difference between a training agreement and training plan? Technically, a training agreement states the conditions and understandings which participants agree upon when participating in a vocational program using the cooperative method. A training plan states the specific learning which is to be obtained based on the student's expressed career goal. The training plan outlines the educational plan to be followed and justifies a student receiving credit for experiences obtained while employed. A training plan reveals the difference between "learning" while employed and "working" part time after school. Samples of both training plans and agreements are provided in Appendices J through N.

THE TRAINING PLAN

The purpose of the training plan is to organize the instruction and to correlate classroom learning with learning experiences at the training station. The teacher-coordinator, the employer, the training sponsor, and the student cooperatively determine the learning experiences which will be provided at the training station and in school. A plan for the training station and school instruction will serve as a guide in correlating learning experiences.

The student's tentative career objective, a knowledge of ones readiness for different kinds of experiences, and a detailed analysis of the competencies needed for the occupation are necessary to develop a training plan for an individual student. The coordinator is expected to know what skills, attitudes, and knowledges the student already possesses; what motivates the student and manner in which a student responds to motivation; and what kinds of learning experiences the student is capable of handling in ones first employment assignment. It is very important that the early training station experiences provide opportunities for the student to experience a sense of achievement and growth because these are the factors which are the source of ones motivation to learn.

The employer and training sponsor should be able to specify the learning experiences that are desirable. However, the coordinator may have to provide checklists or a general outline of possible training station experiences from which the employer and training sponsor designate the areas of instruction which they can provide. Then they add those experiences which are unique for the specific position and task situation. The sequence of learning experiences should show some progression from the simple to the complex. Once a workable plan is developed for a student in a specific training station, it can be adapted for other students who are placed there or in similar positions. The training plan, however, should always be adapted to the specific training station and individual student.

The training plan is always subject to change as the student progresses through the program and strengths and weaknesses are uncovered. The coordinator, the training sponsor, and the student will often find it necessary to alter and add to the original plan. A time schedule of job experiences is a good thing to have in the plan; but it

should be incorporated with the understanding that the student be given experiences when the student is ready. Several basic principles apply to the development of a training plan, regardless of the form it takes. The training plan should be developed using the following principles:[1]

1. The training plan should be individualized for each student and should be based on the student's career objective or career interest.
2. The training plan should be developed cooperatively by the teacher-coordinator, student, employer, and training sponsor.
3. The training sponsor and the coordinator should agree upon the date (or an approximate date) an activity should be completed.
4. The student and the training sponsor should evaluate each learning experience.
5. The training plan should be easily understood by the teacher-coordinator, student, employer, and training sponsor.
6. The training plan should emphasize what will be learned in school and at the training station rather than reflect a set of rules or regulations.
7. The training plan should be easy to implement, realistic, and subject to change as career goals and student needs evolve.
8. The training plan should serve as the basis for all program planning, activity, and evaluation.

The value of training plans have long been recognized both by educators and leaders in business and industry. Listed below are some of the more commonly listed values.

1. *Training plans correlate classroom learning with the training station instruction.* A major objective of a training plan is to organize the instruction into a step-by-step sequence which assists the student in achieving a stated occupational goal and provides direction for the training sponsor.
2. *Training plans establish criteria for training station selection.* When training plans are made or adapted for each student and each training station the instruction requirements at the training station can be analyzed and planned. Through this process the student-learner and training stations can be matched to meet the needs and requirements of employer as well as student-learners.
3. *Training plans help the teacher-coordinator keep up to date.* As the teacher-coordinator directs the development of the training plan, a chance to update and review ones own occupational knowledge concerning the area of training is provided as well as an opportunity to keep up with the many experiences which should be included in the student's training program.
4. *Training plans serve as a guide for the instruction of the student-learner.* The training plans give the teacher-coordinator a guide from which to determine what the students can do and what their performance should be in order to reach their occupational goal both in school and at the training station.
5. *Training plans serve as a guide for program evaluation.* During the school year, the teacher-coordinator should periodically evaluate each student and training station to assure that the goals and objectives of the program and the student-learner are being met. The training assignments and related assignments in a training plan can be used for an overall evaluation of a student program.
6. *Training plans provide and assure the employer a responsibility in planning the training experience.* Through assisting in the development of the training plan, employers realize their function in the learning process and assume more responsibility for implementing the training station learning experiences.
7. *Training plans help the employer to realize that cooperative education is a planned training approach.* When a training plan is cooperatively written, employers have an input and, hopefully, realize that cooperative vocational education is an organized organizational plan (adjusted to the employer's patterns and skill requirements) leading to the student-learner's occupational goal.
8. *Training plans help identify the goals of the student.* A training plan should reflect the goals of the student and should be written for each individual student. When training plans are being prepared, the student should have a chance to express desires and interests as they relate to training station and career objective goals.
9. *Training plans provide a tool for the student to evaluate personal progress.* The student can compare progress with the experiences outlined in the training plan in order to determine ones accomplishment toward the successful fulfillment of the stated original occupational goal. Remember, the purpose of the training plan is to organize the instruction and to correlate classroom learning with learning at the training station.

The following are reminders relative to training plans for vocational programs using the cooperative method expressed by experienced teacher-coordinators:

1. Have the training plan in writing
2. Use the training plan as a basis for training sponsor visits
3. Allow for changes in the training plan—be flexible
4. Use the training plan as a basis for discussion with students
5. Use the training plan to keep track of student's progress
6. Ask the training sponsors to approve the training plan—do *not* ask them to write it
7. Ask students and advisory committee to assist in developing the training plan—do not do it alone
8. Be realistic about expected training—do not try to run the training sponsor's business

9. Use the training plan to evaluate perspective training sponsors
10. Establish a career goal for each student
11. Use the training plan as a basis for related class curriculum.

TECHNIQUES FOR SELECTING A TRAINING STATION AND SELLING THE TRAINING PLAN CONCEPT–ONE EXAMPLE

Successful teacher-coordinators have developed a number of techniques for selecting a training station. Whenever possible, begin the selection process well in advance of the time when students are to be placed.

The first contact with personnel managers of potential training stations is frequently just a brief visit. However, many coordinators prefer to make an appointment with employing officials through advisory committee members or other contact persons. The major purposes of the first visit should be to qualify employers–not to sell the cooperative method of instruction! If an appointment has been made, arrive early, when appropriate, to carefully observe the business in operation and talk informally with employees. Meetings with the owners or managers of firms should be centered on their business and their concepts for training personnel. Show interest in their business and methods but don't be tempted to sell the program. Establish confidence, so that on the next visit they will be willing to accept the cooperative method. Make complete mental notes of the brief visit for later use in the presentation of cooperative vocational education. Before terminating the first visit, many coordinators prefer to leave a brochure explaining cooperative vocational education and make an appointment for a second visit. Shortly after the visit (within the hour), record the mental notes for future use.

The second contact with employers who have been labeled good prospects should take the form of a carefully planned presentation. Key points which employers have mentioned should be capitalized upon in the opening discussion and in making the presentation. Tailor the presentation to their businesses. Descriptive brochures or fact sheets should be used when appropriate. Various types of visuals, such as pictures and documents endorsing the cooperative method, can add to the effectiveness of the presentation if used properly. Advantages of the cooperative method for employers, such as the ones following, must be carefully explained.

- Cooperative vocational education is a source of loyal, competent employees
- The backing of the school helps insure that the employer will have the student-learner for the entire school year which provides an opportunity to develop competencies in more depth
- Employers will be making a civic contribution by helping the school and the student-learner
- Employers have the assistance of the school and the coordinator in training an employee and in helping student-learners solve problems encountered during employment
- Student-learners are prepared as competent employees for the entire industry as well as for an individual firm
- Student-learners have a career interest rather than just an interest in part-time employment
- Employers have the benefits of a training plan developed for both the firm and the student-learner

The coordinator must be careful not to do all the talking. Whenever possible, secure employer comments and reactions. Try to keep a discussion-type atmosphere. Hopefully, the employer will see how participation in cooperative vocational education enhances the training and employment situation at the firm. The teacher-coordinator should be able to fully ascertain the attitude of the employers relative to offering willing support for the program. Support may be indicated in a number of different ways. The teacher-coordinator may or may not ask about training the employer feels the firm can offer. Possibly, the employer will just say, "I want to meet with my staff to decide how many students we want to train and have the staff prepare a list of learning experiences the students will receive." The teacher-coordinator should try to get the employer to indicate some types of learning experiences which the student should receive from the firm.

It is hoped by the end of the second or third visit, the teacher-coordinator will have the unqualified support of a given employer. However, either the coordinator or the employer may desire additional dialogue before a final decision is made. Whether the teacher-coordinator has specific students in mind for the employer or is just selecting a training station for use at a later date are two factors which will determine the extent of the dialogue.

Let's assume the employer is willing to train a student, and the teacher-coordinator had just one student with an appropriate career objective. Then the training station selection process is almost completed. The teacher-coordinator will want to make sure that the employer has selected a training sponsor who meets the *Training Sponsor Selection Criteria* which was presented on page 41. The key role and qualifications of the training sponsor are constantly emphasized during the discussion with the employer. In small firms the employer may also serve as the training sponsor.

Once a firm has been identified as a training station for cooperative vocational education, a training plan must be developed. By following the five-step approach presented below, the importance of the training plan is easily sold.

Step 1, Developing the Broad Training Areas.–A meeting with the teacher-coordinator and prospective training sponsor should be arranged by the employer. The teacher-coordinator should encourage the employer to briefly explain to the training sponsor the program and basic procedure that will be followed by the firm. Following the brief employer presentation, the coordinator will want to ask the training sponsor to indicate some possible

learning experiences which the firm would be able to give a qualified student-learner. These identified learning experiences are carefully recorded by the teacher-coordinator for use in developing a training plan for the student-learner. The teacher-coordinator will want to make the training sponsor feel that the supervision of these learning experiences is a key role in the training process and that the training sponsor will have the assistance and support of both the school and the employer. The dialogue between the employer, the training sponsor, and the teacher-coordinator will set the stage for implementing an effective cooperative vocational education arrangement.

Step 2, Developing the Tentative Plan.—When the teacher-coordinator is satisfied that sound learning experiences can be offered (ones that can assist students in achieving their occupational objective), the teacher-coordinator is now ready to prepare the students for employment interviews. Once a student-learner has been selected by an employer and training sponsor, the tentative training plan will need to be developed.

This phase of the training plan development requires a meeting with the selected student-learner, training sponsor, teacher-coordinator, and possibly the employer to work out the tentative training plan. Learning experiences to meet the selected student-learner interests, needs, and abilities should be identified. The training sponsor explains for the second time, with some elaboration, what training will be available for the student. The training sponsor must feel that the learning experiences identified for the student-learner are accepted by the teacher-coordinator. The teacher-coordinator can help stimulate the thinking of the training sponsor, but the coordinator must be careful not to dominate the discussion. The teacher-coordinator will have a sound basic idea of the experiences which a student with a career objective in a given field should receive through study of previous training plans; but such training plans should not be used to tell the sponsor what training should be given. Also, the student's ideas and suggestions may be quite helpful in arriving at the tentative plan. The tentative plan allows the training sponsor to work with the student at the training station utilizing (and assessing) this outline of the training plan.

Step 3, Adjusting the Tentative Plan.—The third step in the training plan process can be accomplished after the sponsor has worked with the student for a short period of time. Notes that were taken by the teacher-coordinator are carefully organized before making an appointment with the training sponsor. The purpose of this meeting is to discuss the appropriateness of the tentative training plan. Competencies that career-oriented students must develop to achieve their occupational objective should be carefully identified. Also, training station learning experiences, which will enable the student to achieve these competencies, should be clearly described.

Training sponsor recommendations concerning instructional materials that are available to aid in helping to acquire the identified competencies, which can be used at the training station or in school, should be solicited. This process should help the training sponsor feel like a partner and teaching colleague of the coordinator in designing a plan for preparing a young person for a chosen career. The student should also be directly involved in this stage of the development process.

Step 4, A Training Plan for the School Year.—This phase of the training plan sequence (the detailed training plan) can be most effectively implemented if the teacher-coordinator has complete notes on the student's competencies needed to achieve a career objective, and the training station learning experiences which will be provided by the training sponsor. The training plan may be prepared in detail for the total training period; however, many coordinators prefer to prepare the plan in detail for the first three or four months and briefly outline the training station learning experiences which will be developed later in the year. Before the training plan is typed, the training sponsor should give final approval. Copies of the training plan are made for the employer, training sponsor, student, and teacher-coordinator. In many instances, the parents also receive a copy of the training plan.

Step 5, The Training Plan in Operation.— Making the plan work is the key to the whole training plan concept. Can the coordinator work effectively with the training sponsor and the student to keep the plan functioning properly? The coordinator must plan coordination calls carefully. Many successful coordinators plan calls approximately two weeks in advance. It is highly recommended that the coordinator keep an individual student coordination folder and also provide one for the training sponsor. Figure 5.1 shows suggested sample contents for three different folders.

EVALUATING STUDENT ACHIEVEMENT

Student progress in acquiring occupational capabilities and competencies is the basis for evaluation in vocational education programs using the cooperative method. In order to evaluate achievement fairly and reliably it is essential that before learning experiences and instruction is undertaken the following steps are completed:

1. The vocational capabilities and competencies which are needed to perform the occupation are identified.
2. The student's level of proficiency in occupational capabilities and competencies prior to entering cooperative vocational education is known.
3. Clearly defined objectives and expected levels of performance are known by the student, the training sponsor, and the teacher-coordinator.
4. The training station learning experiences and related classroom instruction are planned to develop the capabilities and competencies to be evaluated.

Evaluation is a measure of the degree to which the student has achieved the objectives of the learning experiences and instruction. The purpose of evaluation is to determine whether or not the student is competent in the occupation, to verify that the learning experiences were

FIGURE 5.1

SAMPLE FOLDER FOR EMPLOYER OR TRAINING SPONSOR

NAME

EMPLOYER RECORD

1. Student's application
2. Data sheet
3. Training agreement
4. Training plan
5. Parent's name
6. Parent's home address
7. Parent's business address
8. Home phone
9. Business phone
10. Evaluation reports
11. Teacher-coordinator's name, address, phone
12. Work permit (if needed)
13. Social Security number

SAMPLE FOLDER FOR TEACHER-COORDINATOR'S RECORDS ON EACH STUDENT

STUDENT'S NAME
(Last) (First) (Middle)

(confidential)

TEACHER-COORDINATOR'S FOLDER

1. Application for co-op course
2. Personal data sheets
3. Career objective material
4. Data relative to high school curriculum, etc.
5. Teacher rating forms, etc.
6. Training program-agreement
7. Teacher-coordinator visitation reports
8. Training sponsor reports
9. Evaluation
10. Other pertinent data
11. Training plan

Student Social Security number–
Student address–

Home phone–
Parent's name–
Parent's business address–work area

Parent's business phone–
Other pertinent data–

SAMPLE FOLDER FOR STUDENT'S RECORDS AND OTHER INFORMATION

NAME

STUDENT'S FOLDER

1. Training plan
2. Work schedule
3. Progress chart
4. Time sheets
5. Weekly earnings
6. Pertinent information relative to work station
7. Training agreement
8. Copy of student's birth certificate

effective in developing occupational capabilities and competencies, and to identify areas of strengths and weaknesses in order to plan further instruction.

Rating sheets are used to record the evaluator's judgment of the student's proficiency in occupational competencies and employment habits. The major criticism of many rating sheets is that they often do not match the training objectives nor do they correlate with planned instruction. Often they are only an assessment of generalized employment habits such as neatness, punctuality, and appearance. The rating sheet should be keyed to, or supplement, the training plan so that items describing the degree to which the student has mastered occupational competencies, such as "administers baths to patients," or "sets type for printing jobs," are evaluated. An evaluation sheet which provides space for comments and asks the rater for behavioral descriptions rather than scale points ranging from "poor" to "excellent" is useful in determining what the student has learned to do well and what areas require further instruction. See Appendices T and U for sample rating forms.

The coordinator should be present when the training sponsor undertakes the first few evaluations so strengths and weaknesses in the student's performance can be discussed and plans can be made to improve student's deficiencies. The rating sheets should be used at 6- or 9-week intervals. However, the coordinator will need to inquire about a student's progress on each regular coordination call. Coordinators normally visit training stations once every two or three weeks.

Students should also participate in evaluation by periodically rating themselves on the same types of forms which the employer or training sponsor completes. Their self-evaluations may be compared with the training sponsor's evaluation and differences in ratings discussed. Some training sponsors may prefer to have the student present when the rating sheet is being completed. Otherwise, the training sponsor should be encouraged to periodically review progress at the training station with the student so each understands the other's expectations and so they can work together for the student's optimal occupational development.

One of the most important steps in evaluation is the teacher-coordinator's follow-up interview with the student. Recognition of achievement is a significant source of motivation for the student to continue doing good work. Knowledge of deficiencies is essential before the student can seek to improve performance.

COMPLYING WITH STATE AND FEDERAL REGULATIONS

IMPORTANT–THIS SECTION IS A SUMMARY OF THE KEY STATE AND FEDERAL REGULATIONS. Teacher-coordinators should secure state and federal publications for themselves and for training stations. Matters in this area do change rapidly. Accuracy is essential! Be sure to contact the appropriate office for interpretations! Interpretation is not the coordinator's job!

An infringement of labor laws is certain to give cooperative vocational education a poor image. The coordinator is expected to know the local, state and federal labor regulations that apply to students and training stations. It is not the function of the coordinator to serve as a law enforcement officer but the coordinator is *morally* responsible and expected to inform participating employers when they are unknowingly violating regulations. Employers are personally responsible for knowing, understanding, and adhering to the law. If an employer refrains from complying with the law, the coordinator should discontinue the cooperative arrangement and seek another training station for the student. Problems of violations of labor laws are best avoided by selecting suitable training stations and by drawing up a written training agreement which specifies conditions that insure compliance with regulations. Where specific problems exist and the training sponsor seeks assistance from the teacher-coordinator, the coordinator is advised to spell out the condition and *obtain answers* in writing from the state and/or federal labor departments.

LABOR LAWS

The Fair Labor Standards Act provides minimum wage and overtime standards (not less than time and one-half for all hours in excess of 40 per week with some exceptions), requires equal pay for equal work regardless of sex, and contains certain child labor standards. The Federal "Wage and Hour Law" applies to employees engaged in interstate or foreign commerce, to employees engaged in the production of goods for such commerce, and to employees in certain enterprises so engaged. A large portion of the students in cooperative vocational education are in occupations covered by the Act. An employer should know if the Federal Wage and Hour Law applies to employees at the company; however, the teacher-coordinator, even though not legally responsible, should know which occupations and types of enterprises are covered by the law and make certain the law is not violated in the employment of students.

Coordinators and supervisors of cooperative vocational education should contact the regional office of the Wage and Hours and Public Contracts Division of the United States Department of Labor, 230 South Dearborn Street, Chicago, IL 60604, or the local wage-hour office to obtain up-to-date information on provisions and requirements and to get assistance in determining the application of the law to the employment of students.

Special Minimum Wages.–Most employers pay cooperative vocational education students not less than statutory minimum wages for the training station learning experiences and have not found it necessary to apply for the special student-learner minimum wage rates. When exceptions are requested, they must satisfy the following conditions for favorable review.

1. Any program under which the student-learner will

be employed must be a bona fide vocational training program;

2. The employment of the student-learner at subminimum wages authorized by the special certificate is necessary to prevent curtailment of opportunities for employment;
3. The student-learner must be at least 16 years of age;
4. The student-learner must be at least 18 years of age if employment is to be in any activity prohibited by virtue of a hazardous occupation order of the Secretary of Labor except for exemptions identified on page 51;
5. The occupation for which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period;
6. The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive operations;
7. The employment of a student-learner must not have the effect of displacing an employee employed in the establishment;
8. The employment of the student-learner at subminimum wages must not tend to impair or depress the wage rates or employment standards established for experienced employees employed in like or comparable positions;
9. The occupational needs of the community or industry warrant the training of student-learners;
10. There are no serious outstanding violations (which provide reasonable grounds to conclude that the terms of the certificate would not be complied with, if issued) by the employer of (1) the student-learner certificate provisions, or (2) any other provisions of the Fair Labor Standards Act of 1938, as amended;
11. The issuance of such a certificate would not prevent the development of apprenticeship in accordance with the Regulations applicable thereto or would not impair established apprenticeship standards in the occupation or industry involved;
12. The number of student-learners to be employed in one establishment must not be more than a small proportion of its total force.

Special minimum wage certificates for students contain certain age, wage, hours, and record keeping requirements, some of which are listed below. (Also see Appendices P through S.)

1. APPLICATION FOR A SPECIAL STUDENT-LEARNER CERTIFICATION. The application gives information on the employment training and related school instruction to be provided, the certificate rates needed, the period of time needed, and the age of the student. Application must be made on official forms. A separate application must be filed by the employer for each student-learner the employer proposes to employ at subminimum wages. Parts of the application are best completed by a school official but the employer is responsible for filing the application. The student-learner, the employer, and the appropriate school official must sign the application. *A copy of the application must be retained in the employer's files.* Additional copies of the application should be made for school officials and the student-learner.
2. WHERE TO FILE. An application for a special minimum wage certificate is filed for each student with the regional office of the Wage and Hours and Public Contracts Division, 230 South Dearborn Street, Chicago, IL 60604.
3. WHEN TO FILE. An application should be filed 15 to 30 days before the student-learner is to be employed at subminimum wages. Applications which are not complete may be returned for completion. *There is no authorization to employ a student-learner at subminimum wages before the application is forwarded to the wage and hour division.*
4. TEMPORARY AUTHORIZATION. The certification of the appropriate school official on the application constitutes temporary authority to employ the named student-learner under the terms proposed in the application. The temporary authority is valid provided requirements are met, i.e., (a) the application is properly completed; and (b) the employment is part of a bona fide vocational training program, another worker is not displaced; and the age, hours of work, and wage rates limitations are met; and (c) the occupation is not one for which authority to pay subminimum wages has previously been denied the employer.
5. PERMANENT AUTHORIZATION. The temporary authority is effective from the date the application is forwarded to the Wage and Hour Division (as shown by the postmark). At the end of 30 days, the temporary authority shall become the special student-learner certificate unless, after review within that time, the Administrator or the Administrator's representative in the Wage and Hour Division denies the application, issues a formal certificate which modifies the terms of the temporary authority, or expressly extends the period of review.
6. PERIOD OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES. Authorization is needed only for that part of the employment-training period for which subminimum wages are necessary. The period at subminimum wages may not exceed one school year unless a longer period is found justified by the Wage and Hour Division because of extraordinary circumstances. These circumstances must be explained in detail at the time of application.

Employment training during summer vacation

may be authorized when it is an integral part of the vocational program. Such summer employment takes the place of one semester of the period for which subminimum wages may be authorized. There is no authority for subminimum wages beyond the graduation date of the student-learner.

7. HOURS OF WORK AND SCHOOL INSTRUCTION. The authorized hours of employment training at subminimum wages plus the "hours of school instruction" may not exceed 40 per week unless extraordinary circumstances are demonstrated by the applicant's application. The weekly "hours of school instruction" applies to all hours spent by the student-learner in classes of school instruction for which academic credit is given. It does not include school hours spent in study hall, homeroom, and other activity periods for which no academic credit is given. When school is not in session during a day or week of a school term, additional hours at *subminimum wages* may be worked provided that the total hours worked do not exceed:
   a. 8 hours on any school day when school is not in session;
   b. 40 hours in any week during the school term when school is not in session the entire week.

   The employer shall note in the records the number of additional hours and that they are because school was not in session.

   Any hours worked by a student-learner in addition to those set forth must be paid for at not less than the statutory or wage order minimum. All hours over 40 in a week must be paid for in accordance with the overtime provisions of the Act, unless specifically exempt. (Hours of school instruction are not hours worked.)
8. WAGE RATES. The hourly wage rate shall not be less than the applicable minimum wage or with student-learner certificate no less than 75 percent of the applicable minimum wage. It is suggested that consideration be given to a progressive wage schedule, particularly if a full school year of employment training is requested. (The rate authorized on the certificate is the *minimum*; there is *no restriction* on *increasing* this rate.)
9. CERTIFICATES. In most cases, the Wage and Hour Division, after review, permits the temporary authority to become the certificate, without issuing a formal certificate. However, a formal certificate may be issued in order to modify the terms of the temporary authority.

   If a formal certificate is issued, the original will be mailed directly to the employer. Two copies will be mailed to the appropriate school official, one to be retained for school files and the other to be given to the student-learner.
10. EXEMPTIONS. On June 24, 1976, the Supreme Court, in the case of National League of Cities vs. Usery held that the minimum wage and overtime provisions of the Fair Labor Standards Act does not apply to State and local government employees engaged in activities which are an integral part of traditional government services (tax supportive agencies).

    Thus, employment of student-learners, under Section 14 of the Fair Labor Standards Act which allows subminimum wage payment to students, is no longer needed for those establishments operated by State and other local governments.
11. COMPLIANCE. In its review of student-learner applications, the Wage and Hour Division will consider any information it may have on the employer's outstanding violations of the employer's authorization to pay student-learners at subminimum wages or the employer's violations of other provisions of the Fair Labor Standards Act.

    Such violations may result in a denial of the application and termination of the authorization to pay subminimum wages. Furthermore, certificates are subject to annulment or withdrawal.
12. RECONSIDERATION AND REVIEW.
    a. Any person aggrieved by the action of an authorized representative of the Administrator in denying or granting a special student-learner certificate may, within 15 days after such action
       1.) file a written request for reconsideration thereof by the authorized representative of the Administrator who made the decision in the first instance, or
       2.) file a written request for review of the decision by the Administrator or an authorized representative who has taken no part in the action which is the subject of review.
    b. A request for reconsideration shall be accompanied by a statement of the additional evidence which the applicant believes may materially affect the decision and a showing that there were reasonable grounds for failure to present such evidence in the original proceedings.
    c. Any person aggrieved by the reconsidered determination of an authorized representative of the Administrator may, within 15 days after such determination, file a written request for review.
    d. A request for review shall be granted where reasonable grounds for the review are set forth in the request.
    e. If a request for reconsideration or review is granted, the Administrator or an authorized representative may, to the extent deemed appropriate, afford other interested persons an opportunity to present data and views.

Age.–Following are age regulations applicable to the employment of young people.

1. 16 years is generally the minimum age for employment in any occupation other than those nonagricultural occupations declared hazardous by the Secretary of Labor.
2. 18 years is the minimum age for employment in nonagricultural hazardous occupations except for exemptions identified on page 51.
3. 14 and 15 year old minors may be employed in a variety of nonmanufacturing and nonhazardous occupations outside school hours for limited daily and weekly hours, but not before 7 a.m. or after 7 p.m. (9 p.m. June 1 through Labor Day).

   As of September 4, 1975, the revision of Federal Child Labor Regulation 3, established by the Department of Labor, permits school-time employment of 14 and 15 year old youth under experimental conditions. The revision extends the advantages of school-supervised employment to these disadvantaged youth indefinitely. Contact the Illinois Office of Education–Department of Adult, Vocational and Technical Education for assistance in the implementation of Work Experience Career Exploration.
4. 16 years is the minimum age for employment in agriculture during school hours and in hazardous agricultural occupations.
5. For employment *outside school hours* in non-hazardous occupations in agriculture, generally 14 years is the minimum age, with some limited exemptions. Minors under 14 may work in agriculture *outside school hours* in non-hazardous occupations if:
   a. Minors under 12 years old are employed (a) by parent or person standing in place of parent, on a farm owned or operated by parent or such person, or (b) with written consent of parent or person standing in place of parent, on a farm exempt from the minimum wage except a minor qualifying under part "a" of this item is not limited in employment.
   OR
   b. Minors 12 or 13 years old may be employed by another farm with the written consent of parent or person standing in place of parent or if parent or such person is employed on the same farm.

Teacher-coordinator should require all student-learners to obtain proof of age certificates as evidence of their birth date to provide protection for the training station. These usually are available through the guidance office or central school office or may be obtained from: State of Illinois, Department of Labor, Division of Women's and Children's Employment, Room 1855, 910 South Michigan, Chicago, IL 60601. Students who are 14 or 15 years of age must obtain a work permit.

Difference Between Wage and Age Exemptions for Student-Learners.–The chart below highlights the important difference in the requirements of the two types of exemptions available under the federal law for student-learners in a vocational education program using the cooperative method. One concerns special minimum wages, the other concerns age exemptions. Either exemption may apply independently of the other, or both may apply.

Requirements	Special Minimum Wage	Age Exemption from Non-Agricultural Hazardous Occupations Orders
Certificate	Individual student-learner certificates issued by Wage and Hour and Public Contracts Division	Not required
Written agreement	Statement outlining vocational training program must be included in application; signed by the employer, the appropriate school official, and the student-learner. Employer copy of application must be on file.	Written agreement specifying conditions must be signed by both employer and school and in both employer and school file.
Wages and hours	As specified by certificate and in accordance with Federal Regulation 520.6 which provides, among other things, a limitation on rate of pay and number of hours that may be worked.	Work in hazardous occupations must be incidental to training, intermittent, for short periods of time, and under direct/close supervision of a qualified and experienced person.
Safety instruction	No provision	Safety instruction must be given by the school and correlated by the employer with training station instruction.
Age	At least 16 years	16 and 17 only
Enrollment	Enrollment in a bona fide vocational training program using the cooperative method accredited by a recognized state or local educational authority.	Same as under *Special Minimum Wage* or in a course of study in a substantially similar program conducted by a private school.
Applicability after graduation	Certificates not valid following graduation.	Minors who graduate from high school before reaching 18 may continue to be employed in occupations in which they have completed their training as student-learners

State Labor Laws.–Illinois has a child labor law and the teacher-coordinator should keep up-to-date copies of the regulations and know how they apply to students.

The Illinois Minimum Wage Law was recently amended to cover all employers who employ four or more employees. The Federal Government and the State Government now have concurrent jurisdiction in many areas; the stronger of the two laws will prevail in a particular situation. The State of Illinois has exclusive jurisdiction in retail establishments which gross less than $250,000 per year. A requirement to pay time and one-half for more than 40 hours of employment in a workweek was also added to the Illinois law.

Students are subject to the minimum wage and

overtime provisions of the law. The only exception to this rule is for students who get course credit for the work they do outside the classroom. The learner's certificate is also available to students who are learning a new business. The length of time that a student may be paid the lower rate is more restrictive in this situation and is based on the duties that the employee must learn. (See discussion on pages 47-48, *Special Minimum Wages*.)

Anyone with questions about the Illinois law should contact the State of Illinois Department of Labor, Labor Law Enforcement Division, Room 1855, 910 South Michigan, Chicago, IL 60605.

Federal Labor Laws.–Under the Hazardous Occupations Orders a partial-limited exemption is allowed student-learners under 18 years old from seven of the non-agricultural hazardous occupation orders where the required written agreement is in effect (see *Hazardous Occupations Orders in Nonagricultural Occupations* list on this page). The purpose of this exemption is to prevent the curtailment of employment opportunities for 16 and 17 year olds in those occupations which need a substantial number of hours of training time.

The employer and the vocational school coordinator must prepare a written agreement in duplicate which describes the type of training to be provided in terms of progressive employment processes to be performed. The *written* agreement may be in any form agreeable to the parties involved (plain paper or letterhead stationary is perfectly satisfactory). This agreement shall explain the types of supervision given, particularly in the occupation or occupations declared hazardous, and how safety instruction at the training station is coordinated with that provided by the school. The important consideration is to be sure the arrangements worked out reflect the spirit of the exemption as well as the letter of the law. If upon investigation it is found that the conditions are not being met, the exemption may be revoked. Signed copies of this agreement are to be kept on file by the employer and the school.

The conditions for these exemptions, developed jointly by the United States Office of Education and the U.S. Department of Labor, are for the primary pupose of protecting student-learners from the dangers involved in the various hazardous occupations in which they *may be employed on occasion* as part of their overall training.

Employers and school coordinators are best able to judge, on the basis of individual situations, what these conditions mean. For instance, "under the direct and close supervision of a qualified person" would be quite different with regard to a student who was just starting to learn how to operate a circular saw as part of the training station learning experiences from what it would be when the student was ready to graduate. On the other hand, the condition that states "the work of the student-learner in the occupations declared particularly hazardous shall be incidental to training" does have a precise meaning. It means that a student-learner cannot work full time in just the hazardous occupations involved in the training course, but that the learning experiences at the training station must be well rounded with work in the hazardous occupations only upon occasion, for short periods of time, and incidental to the training.

HAZARDOUS OCCUPATIONS ORDER IN NONAGRICULTURAL OCCUPATIONS WITH EXEMPTIONS IDENTIFIED (*)

Those occupations declared to be particularly hazardous for minors between 16 and 18 years of age (also minors 14 and 15) are included in the seventeen Hazardous Occupations Order listed below:

1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.
2. Occupations of motor vehicle driver and outside helper.
3. Coal-mine occupations.
4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.

*5. Occupations involved in the operation of power-driven woodworking machines.

6. Occupations involving exposure to radioactive substances and to ionizing radiations.
7. Occupations involved in the operation of elevators and other power-driven hoisting apparatus.

*8. Occupations involved in the operation of power-driven metal forming, punching, and shearing machines.

9. Occupations in connection with mining, other than coal.

*10. Occupations involving slaughtering, meat packing or processing, or rendering.

11. Occupations involved in the operation of certain power-driven bakery machines.

*12. Occupations involved in the operation of certain power-driven paper-products machines.

13. Occupations involved in the manufacture of brick, tile, and kindred products.

*14. Occupations involved in the operation of circular saws, band saws, and guillotine shears.

15. Occupations involved in wrecking, demolition, and ship-breaking operations.

*16. Occupations involved in roofing operations.

*17. Occupations in excavation operations.

* Exemptions for student-learners provided they are employed under the following conditions:

a. The student-learner is enrolled in a course of study and training in a vocation program using the cooperative method under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school.

b. Such student-learner is employed under a written agreement which provides:

1.) That the learning experiences of the student-learner in occupations declared

particularly hazardous shall be incidental to the training.

2.) That such learning experiences shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.

3.) That safety instructions shall be given by the school and correlated by the employer at the training station.

4.) That a schedule of organized and progressive learning experiences to be performed at the training station shall have been prepared.

c. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal.

d. Copies of each agreement shall be kept on file by both the school and the employer.

e. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

TRAINING OPPORTUNITIES PERMITTED FOR WORK EXPERIENCE CAREER EXPLORATION

Typical training opportunities permitted for WECEP (14, 15 year olds) students are:

	FEDERAL CHILD LABOR LAW		ILLINOIS CHILD LABOR LAW
	Permitted	**Prohibited**	**Permitted**
Manufacturing:	Clerical or office	All manufacturing activities Canning operations Bottling operations	Clerical or office
Mining:	Clerical or office	All mineral extractions Quarrying Open pit mining Drilling for water	Clerical or office
Workrooms & Workplaces:		All work performed in workrooms or workplaces where goods are manufactured, mined or otherwise processed (*except* as permitted in retail, food service and gasoline service establishments).	Occupations prohibited involving: All work performed in workrooms or workplaces where goods are manufactured mined or otherwise processed (*except* as permitted in retail, food service*).
Laundries:	Clerical or office Store clerks Counter workers Clean-up work in offices or store areas	All processing activities List, sort, mark incoming laundry Sort, fold clean articles Package and wrap bundles Assembling laundry Loading, unloading trucks Clean-up work around machinery Rug cleaning operations	Clerical or office Store clerks Counter workers Clean-up work in offices or store areas
Hazardous Occupations:	None	All occupations declared hazardous: 1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components. 2. Occupations of motor-vehicle driver and outside helper 3. Coal-mine occupations 4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill. 5. Occupations involved in the operation of power-driven woodworking machines 6. Occupations involving exposure to radioactive substances and to ionizing radiations 7. Occupations involved in the operation of elevators and other power-driven hoisting apparatus 8. Occupations involved in the operations of power-driven metal forming, punching and shearing machines 9. Occupations in connection with mining, other than coal 10. Occupations involving slaughtering, meat-packing or processing, or rendering	Clerical or office* Clerical or office* Clerical or office* Clerical or office*

	FEDERAL CHILD LABOR LAW		ILLINOIS CHILD LABOR LAW
	Permitted	**Prohibited**	**Permitted**
		11. Occupations involved in operations of certain power-driven bakery machines 12. Occupations involved in the operation of certain power-driven paper products machines 13. Occupations involved in the manufacturing of brick, tile and kindred products 14. Occupations involved in the operation of circular saws, band saws and guillotine shears 15. Occupations involved in wrecking, demolition and ship-breaking operations 16. Occupations involved in roofing operations 17. Occupations in excavation operations	
Transportation:	Clerical or office sales Selling tickets at terminal In retail food service* Gasoline service establishments* Dispense gasoline and oil* Wash and polish cars* Courtesy services (cleaning windshields)* Check oil* Errand and delivery work on foot* Bicycle or public transportation*	All occupations performed on trains, aircraft vessels, motor vehicles, or other media Loading and unloading goods from truck Driving cars, trucks, etc. Drivers helper Catching seafood on boat Selling sandwiches on train Work involving use of pits, racks or lifting apparatus at gas station Changing truck tires	Clerical or office sales Selling tickets at terminal In retail food service where intoxicating alcoholic liquors are not served or sold for consumption on the premises Ice cream vending–bicycle Errand work–to bank with deposits or postoffice for stamps
Warehousing & Storage:	Clerical or office Sales Ticket or tag Operations at tobacco auction	All duties performed in warehouses Order filling in warehouse Packaging Shelving Stock-clerk operations Clean-up work	Clerical or office Sales Order filling in warehouse–ticket or tag Packaging Shelving Stock-clerk (*except* around machinery) (*except* loading, unloading trucks)
Communications & Public Utilities:	Clerical or office Sales	Switchboard operator Clean-up work Record turntable operator Lineman for telephone company	Clerical or office Sales Switchboard operator Radio announcer Office clean-up work
Construction:	Clerical or office Sales (not performed at construction site)	All construction of buildings, bridges, viaducts, piers, highways, streets, airfields, pipelines, railroads, sewers, tunnels, waterworks, river and harbor projects, dams Surveying crew work Demolition work Plumbing Carpentry Electrical work Engineering Boiler room work All repair and maintenance work Painting	Clerical or office
Operating or Tending Hoisting Apparatus or Power-Driven Machinery:	Operating office machines In retail, food service or *gasoline service establishments** Operating tagging machines, ticketing machines Dumb waiters* Vaccum cleaners Floor waxers Dishwashers* Toasters Popcord poppers Milk shake blenders Coffee grinders Kitchen appliances	Operating elevator Operating power-driven machines Operating power-driven lawn mowers and cutters Operating, setting up, adjusting, cleaning, oiling, or repairing food slicers and grinders, food choppers and cutters and bakery-type mixers	Operating office machines In retail, food services (*except* in any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises) Vaccum cleaners Floor waxers Toasters–popcorn poppers–milk shake blenders–coffee grinders–kitchen appliances (*except* in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage, filling station or service station)

	FEDERAL CHILD LABOR LAW		ILLINOIS CHILD LABOR LAW
	Permitted	**Prohibited**	**Permitted**
Food Processing:	In retail, food service establishments: Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters Cleaning vegetables* and fruits, wrapping, sealing, labeling, weighing, pricing, stocking goods Host/Hostess* Waiter/Waitress* Bus boy or girl* Counterperson* Pot washer* Silverperson* Glass washer* Dishwasher*, Pantryperson* Salad maker*, Food checker* Clean-up work*	Preparation of fish by washing, scaling, skinning, filleting, or brining Shrimp heading or peeling Crab processing–booking, steaming Grading, packing, and picking Oyster shucking, grading, draining, cleaning, packing, icing Poultry and game killing, plucking, singeing, and drawing Freezing, brining, and smoking Fruits, vegetables, meat or seafood Cooking and baking in restaurant, kitchens and bakeries Butchering and meat preparation Work in freezers or meat coolers	In retail, food service establishments (*except* in any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises) Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters (*except* in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage filling station or service station)
Public Messenger Work:		Public messenger service	None
Window Washing:		In retail, food service and gasoline service establishments; Outside window washing from sills All work requiring use of ladders, scaffolds or other substitutes	In retail, food service–ground floor window washing (*except* in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage filling station or service station)

*–Illinois Child Labor Law: Hazardous Occupations–Section 7, paragraphs 1 through 16

The Child Labor requirements are described in detail in the Child Labor Bulletin, No. 101 available from: Wage and Hour and Public Contracts Division, 230 South Dearborn Street, Chicago, IL 60604 or the local and/or state Wage and Hour Office.

Any employer who violates the child labor provisions is subject to a civil penalty not to exceed $1,000 for each such violation.

JOB SAFETY

Plans for the future have even greater chances for success if students maintain a healthy attitude towards their own safety and that of others at home, at school, at work, and on the road. So that students may draw their own conclusions on the importance of safety, they should be able to identify hazards at home, on the job, and at school; analyze accident reports; and survey injuries in the vicinity of the school to find out how they should have been avoided.

A successful job safety and health program at the training station depends on three essentials:

- Leadership by the employer.
- Safe and healthful employment conditions.
- Safe work practices by employees.

If any of these three essentials is missing, employee injuries are likely to occur. Accidents on the job may result in employee death or injury; property damage; production loss; and increased insurance rate, compensation, and other costs.

Employers, or chief executives of work teams, must be willing to accept the responsibility for the occupational safety and health of their employees as an integral part of their jobs. They must set the establishment's safety policies, stimulate safety awareness in others, and show their own interest if others are to cooperate in making conditions safe and healthful. Key people responsible for implementing the safety and health programs of training stations are supervisors. If supervisors are to fulfill their responsibilities they need appropriate authority, assistance, and support. They must be the best qualified in safety and health of any employer representative except for such safety and health professionals as safety directors, safety engineers, and industrial hygienists.

On December 29th, 1970, the 91st Congress passed an act which became a significant part of the federal labor law. Public Law 91-596 known as the Williams–Steiger "Occupational Safety and Health Act of 1970" or OSHA, became effective on April 28, 1971. OSHA was created for the purpose of assuring, so far as it is possible, every employed person in the nation safe and healthful working conditions. The provisions of this law apply to every employer with one or more employees engaged in a business affecting interstate commerce. The Act authorizes the Secretary of Labor to promulgate occupational safety and health standards. Details of the Act may be found in the Code of Federal Regulations (CFR) 1910, Volume 37, Number 202, Part II, Wednesday, October 18, 1972, as amended. Following are summaries of five areas pertaining to Occupational Safety and Health Act.

Duties of the Employer.–Employers have the duty to maintain employment conditions free of recognizable hazards causing, or likely to cause, death or serious physical harm. They also have to comply with all occupational safety and health standards, rules, or regulations issued pursuant to the Act.

Compliance Inspections.–Compliance officers of the

Department of Labor are authorized to enter, without delay and at reasonable times, any factory, plant establishment, construction site, or other area where work is performed by an employee; to inspect the premises and all pertinent conditions, apparatus, devices, and materials therein; to question privately any employer, agent, or employee; and to review records pertaining to occupational safety and health. No advance notice is given with regard to inspection unless authorized by the Area Director of OSHA and where such notice is reasonably necessary to enhance the effectiveness of the inspection. In no cases shall the notice be given more than 24 hours in advance. One management employees' representative is permitted to accompany Compliance Officers.

Penalties.–Within a reasonable time following the conclusion of an inspection, the Area Director may issue a citation and a proposed penalty for each violation of any standard, rule, or regulation. In fixing the amounts of the penalty(ies), due consideration is given to the size of the business, the gravity of the violation, the good faith of the employer, and the history of previous violations. Pursuant to Section 17 of the Act, the following civil penalties may be imposed:

1. For a serious violation, a penalty up to $1,000 will be assessed.
2. For a violation specifically determined not to be of a serious nature, a penalty up to $1,000 may be assessed.
3. For willful violation of any standard, rule, or order which ultimately causes death of an employee, a fine up to $10,000 and/or imprisonment for up to 6 months shall be imposed upon conviction.

Note: It should be noted that the Act does not provide for the levying of any penalties against employees for failure to comply with OSHA standards. The employer will be held responsible for employee compliance.

OSHA Enforcement.–When Congress passed the 1970 Occupational Safety and Health Act, it provided that any state might set up and manage its own safety and health program only if it were "at least as effective as" the federal program. Otherwise, the federal government would enforce safety in the state. After nearly two and one-half years spent in enacting legislation and preparing an Illinois State Plan equal to the federal program, the Illinois plan was approved as meeting all federal requirements. Excluded from coverage under the Act are employment conditions over which other federal agencies have exercised statutory authority affecting occupational safety and health. At the present time, other federal agencies have exercised authority over certain employment conditions in coal, metal and nonmetal mining, and railroad activities. Pending clarification of jurisdictional questions, OSHA did not generally engage in enforcement in those activities.

The Illinois OSHA Plan.–Illinois passed the historic milestone November 1, 1973, when the United States Department of Labor approved the state's plan for occupational safety and health. At a special ceremony in Chicago, John H. Stender, United States Assistant Secretary of Labor for occupational safety and health, signed a document approving the state OSHA plan. The action started Illinois toward assuming full responsibility for the job safety and health protection of 5,000,000 workers in Illinois.

Because of difficulty in administering the state OSHA law, jurisdiction lapsed and as of April 30, 1975, the state law was no longer in effect. Authority and enforcement has been reverted to the United States Department of Labor.

Safety Instruction in Cooperative Education.–Safety instruction in cooperative education should stress employee safety and health at the place of employment consistent with the OSHA intentions and requirements of the Act. A number of activities are possible. One technique used to develop safety consciousness and attitudes is to involve students in the design and construction of posters which allow them to portray employment hazards which might cause them or their fellow classmates serious injury. After selecting a theme, posters are prepared which can be prominently displayed in the school. Suggestions might include the use of color, pictures, words cut from magazines, and original cartoon drawings.

Another productive activity is to develop training station safety checklists for each student. After constructing the safety checklist, each student explains specific potential hazards, safe employment practices, health safeguards, and related regulations at the training station. A related activity might permit students to conduct an on-site inspection of school shops and work areas using prepared safety checklists.

UNEMPLOYMENT TAX

If the employer has three employees on at least one day of each of twenty or more calendar weeks in a calendar year and takes on a student-learner in addition, this student-learner will count as the fourth employee and the employer automatically becomes liable for the Federal Unemployment Tax feature of the Social Security Legislation.

If the employer has two employees and takes on a student-learner in addition, this student-learner will not count as the third employee if the student-learner is a minor (males under 21, females under 18) when principal occupation is as a student actually in attendance at a public or private school, unless taxes with respect to such services are voluntarily paid under the Federal Unemployment Tax Act.

INSURANCE COVERAGE FOR STUDENT-LEARNERS

The brief statements which follow are intended to answer the often-asked question of insurance for student-learners.

1. The student-learner is a bona fide employee and therefore should be placed only in firms where adequate employee accident insurance is provided by the employer.

2. Private insurance companies are not required to insure all persons sixteen years of age or over.
3. Any employer desiring insurance on an employee, but who cannot be accepted by a private insurance company, may receive such coverage by applying to the Workmen's Compensation Assigned Risk Plan which is administered by the State Industrial Commission, 160 North LaSalle Street, Chicago, IL 60601.

IONIZING RADIATION AND THE STUDENT-LEARNER

The Illinois Department of Public Health has adopted regulations within the bounds of federal recommendations.

The state of Illinois is desirous of promoting the educational endeavors of the state's young people. The Department of Public Health recognizes there is a growing need for well trained personnel in the ancillary medical fields. Consequently, the Department does not wish to restrain these educational activities because of its regulations. However, based on the information that increased susceptibility of sex tissue to radiation damage during and immediately following puberty, the Department of Public Health has responsibility to the people of the state of Illinois and future generations to protect the state's young people from any unnecessary radiation exposure.

Even though the state of Illinois does allow radiation exposure to be received by individuals under 18 years of age, the Illinois Department of Public Health makes the following recommendations:

1. In accordance with the recommendation set forth by the National Council on Radiation Protection And Measurements, "Avoidance of full time employment involving radiation by minors under 18 years of age is recommended whenever possible."
2. In situations where it is necessary for individuals under 18 years of age to work or train in the environs of radiation producing equipment or sources, it is recommended such individuals' access to these areas be limited as much as is practicable. If possible, the use of such radiation sources or equipment should be scheduled for hours when the under 18 year old is not present at the facility. If it is necessary for the individual to be present during the utilization of radiation, protection, as much as is feasible, to avoid any unnecessary radiation exposure should be available.
3. The Department of Public Health recognizes the need for adequately trained personnel in allied health disciplines. It is not sufficient, however, simply to increase the number of x-ray machine operators. We must instead provide technologists with sufficient background and training to enable them to assist the practitioners adequately and safely. Such training requires a considerable amount of curriculum emphasis in the basic areas of biology, anatomy, physiology, and radiobiology. It is the recommendation of this Department that students entering school for the purpose of becoming x-ray technologists, dental hygienists, or dental assistants receive the didactic training necessary for such positions at the beginning of the course work. If the didactic training is concentrated at the beginning of the course, the students are given adequate basic foundations upon which to build technical experience. As a result, not only are the students better prepared to engage in technical experience, but the benefits of postponing the students' exposure to radiation will be realized.

On April 20, 1972, the Illinois Department of Public Health submitted to the Illinois Secretary of State for promulgation Rule 4.002(a) of the *Rules and Regulations for Protection Against Radiation Hazards*. This rule states the following:

Rule 4.002–EXTERNAL EXPOSURE–OCCUPATIONAL–FOR PERSONS WORKING WITHIN A CONTROLLED AREA

1.a. Persons 16 to 18 years of age shall not be exposed to ionizing radiation in excess of the following limits as a result of any occupational (including volunteer services) and/or educational activities:

Whole Body ..... 0.5 Rem Per Year
Skin of Whole Body ..... 3.0 Rem Per Year
Hands & Forearms; Feet & Ankles .... 7.5 Rem Per Year

The dose in any one calendar quarter shall not exceed 25% of the applicable limit.

b. Persons under 16 years of age shall not be exposed to ionizing radiation in excess of the following limits as a result of any occupational (including volunteer services) and/or educational activities:

Whole Body ..... 0.1 Rem Per Year
Skin of Whole Body ..... 0.6 Rem Per Year
Hands & Forearms; Feet & Ankles .... 1.5 Rem Per Year

The dose in any one calendar quarter shall not exceed 25% of the applicable limit.

LICENSURE, CERTIFICATION, AND REGISTRATION LAWS IN HEALTH OCCUPATIONS

Techniques for the regulation of workers in health occupations have been developed and administered, either by appropriate professional organizations or by legally constituted authority in the respective states, as a means to safeguarding the public against unqualified and/or unscrupulous persons. Therefore, regulatory procedures such as licensure, certification, and/or registration in certain of the health occupations have been established.

Licensure.–Under the authority of a state, laws are enacted setting forth the minimum qualifications for persons and the standards to be met for practicing in an occupation. All nurses, dental hygienists, and a growing number of paramedical personnel representing these groups have sought and helped to establish state laws for licensing practitioners in their fields. They have also found that mandatory regulations of these occupations under state

licensure laws best serves the public interest. Employers, too, have come to rely upon the legal licensing agency for assurance that a practitioner is qualified in ones field.

In Illinois the regulatory agency for licensure is the State Department of Registration and Education, 628 East Adams Street, Springfield, IL 62777.

Certification.–Professional societies endeavor to improve the quality of services provided by supportive personnel in health fields through voluntary certification of individual employees. Standards pertaining to education, experience, and personal qualifications are determined by the professional society, usually in cooperation with the auxiliary group that is subject to the certification procedure. Applicants wishing to become certified under these standards must make application to the certifying board of the association and comply with the certification standards.

REGISTRATION LAWS IN BEAUTY CULTURE

If the school is considering cooperative vocational education in the area of beauty culture or is planning to go into a contractual agreement with the beauty school, it is imperative that the local school contact the Department of Registration and Education, 628 East Adams Street, Springfield, IL 62777. This is needed to see if the school in question will meet the needs of the students. Since licensing is important in this occupation, this should be considered before attempting to start new programs.

All student-learners in beauty culture programs are required to register with the Department of Registration and Education. An apprentice license will then be issued which must be kept in good standing until the required period of apprenticeship is fulfilled. Minimum age for issuing a license is 16 years.

Licensed beauty culture apprentices in cooperative vocational education receiving training in a registered beauty shop must establish that they have completed the specified number of hours during the entire period of their apprenticeship before they are eligible to register for the state examination. It is wise to check with the Department of Registration and Education on the number of hours.

COOPERATION WITH OTHER AGENCIES

The Education Amendments of 1976 strongly encourage cooperative planning among the public educational institutions and other agencies in facilitating the vocational preparation of all individuals. Since the early 1960's antipoverty programs and various other attempts to provide occupational preparation have been instigated by a number of agencies under local, state, and federal government programs, as well as by private and voluntary service groups. There are many services and training opportunities for the disadvantaged, the handicapped, the unemployed, and others who are unable to qualify for adequate income jobs. Coordination and cooperative planning among these agencies and the school are necessary to insure that the most important needs are met in the most efficient ways.

With the increasing number of government jobs and the opportunities for employment in public service occupations, there is a great need to train young people for public service jobs. Whereas, employers who previously participated in vocational education using the cooperative method were almost entirely in private industry, schools are now encouraged to develop programs to train individuals for public service occupations. Agencies such as the following may participate in cooperative vocational education to prepare individuals for careers in public service:

1. Public schools, libraries, parks, recreation centers, hospitals, and other local government sponsored services
2. Agriculture services such as food inspection, experimental farming, and reporting services
3. Conservation services
4. Public employment services
5. Health services
6. Correctional institutions
7. Public welfare services for the handicapped, the aged, and for indigent welfare groups

The examples given are only a few of the many opportunities for participation of public employers. The occupations could be in office work, in maintenance, in personal contact, or in assisting specialists in some of the agencies. Many young people are interested in social service careers and the need for young workers in these fields will continue to grow. Individuals who are members of minority groups or who have lived in ghetto areas may be particularly qualified and interested in working with welfare agencies in their communities.

FOOTNOTE

[1]Minnesota Instructional Materials Center, *Training Plan*, 3300 Century Avenue North, White Bear Lake, MN 55110.

CHAPTER VI

THE IN-SCHOOL INSTRUCTION PLAN

In vocational programs utilizing the cooperative method, the teacher-coordinator is a teacher who designs the necessary learning experiences that enable each student to progress toward a career objective. Different kinds of capabilities and competencies are best learned in different types of environments. In cooperative vocational education three environments are essential to achieve the balanced capability pattern needed by all students—the classroom, the training station, and the vocational student organization.

The training station is the applications laboratory where the student applies (practices) theory and employment principles learned in the classroom. The training station may also be the primary source for learning specific employment competencies and for discovering some principles which may be overlooked in the classroom. Attitudes and values are usually developed at the training station but are examined and clarified in the classroom.

The capabilities which are best learned in group instruction and those which the students must develop before they are applied at the training station are learned in the classroom. Experiments with new ways of doing things are often difficult to provide at the training station. Also, theory and principles are difficult to learn at the training station alone because of the time and ability limitations of training sponsors in organizing this type of instruction. Classroom instruction in regular cooperative vocational education must be correlated with the training station instruction so that the student has the related learning needed to support the learning experiences at the training station.

Through the vocational student organization some of the most effective learning is achieved because students can assume major responsibilities for planning and conducting their own activities. A vocational student organization is a means of helping students develop leadership and group membership skills which prepare them for satisfying adult citizen-employee roles. In a local chapter they learn parliamentary procedure and democratic processes of achieving group goals.

The teacher-coordinator is a director of learning who coordinates the learning experiences in the classroom, at the training station, and through the vocational student organization. The teacher-coordinator tailors the instruction to the needs and the learning styles of each student and calls on training sponsors to secure suggestions for classroom instruction. Student organization projects are undertaken after students are prepared in the classroom to carry out the activity. Utilizing the sources which are most appropriate in achieving the desired outcomes, the coordinator individualizes the instructional plan for each student.

The three primary factors to be considered in selecting the goals for specific instructional plans are the needs of the students to be served, the requirements of the occupations for which the training is pursued, and the overall goals of both career and vocational education.

The first consideration involves the student needs to be served. Student need might be identified in a variety of ways. The instruction may be intended for the junior high school student, the disadvantaged student, the home economics student, the adult student, or the student interested in a specific occupation. The identification of the student will have a direct influence on the nature and level of instruction offered.

Another factor influencing the nature of the instruction is the selection of the primary goals for the particular instructional plan. This selection identifies the general purpose of the instruction. The terms presented in the following paragraphs are helpful when stating these goals.

Career Orientation.—Increasing the student's awareness of one's own interests and aptitudes as well as awareness of various occupations is the purpose of career orientation instruction. Students explore clusters of occupations and gain experiences related to one or more occupational areas designed to facilitate more intelligent career selections.

Employment Adjustment and/or Personal Life Adjustment.—The purpose of this instructional plan is to provide the student an opportunity to adjust to employment and/or personal problems. Such primary goals as the improvement of general education or the gaining of exploratory work experience is usually involved in this instruction.

Vocational Development.—Vocational development is concerned with preparing the student in those competencies needed in an occupation. It is designed to provide the student with entry-level skills and an opportunity for the student to apply acquired competencies thereby easing the transition from institutional training to full-time employment. The program should also provide training and experience in order to prepare the student for increasing responsibility and/or advancement.

The next general consideration in selecting goals for a particular plan of instruction is specifying the occupations for which training will be pursued. This choice may range from instruction in a program that provides a wide range of occupations to instruction in a program relating to a specific occupation or cluster of occupations. Once the broad instructional decisions have been made, it is possible to consider the more specific steps involved in developing an effective instructional plan.

WHAT TO TEACH

Good programs of instruction are built around the needs of the students. In order to design such a program, student needs and characteristics must be clearly defined.

Coordinators must know the skills and knowledges the students possess, their interests, their attitudes, and other attributes in order to plan appropriate instruction. No other factor is more important in the planning process than students' needs–both those that are common to all group members and those that are individual.

Instruction in vocational education should facilitate the development of vocational capabilities and competencies the student needs to enter, adjust, and advance in a satisfying career. The vocational instruction may be classified either specific related or general related.

SPECIFIC RELATED

This instruction is the teaching of skills necessary for the specific occupation field. These include specific skills, knowledges, and attitudes required to progress in a field. The instruction is directed toward the following kinds of competencies:

1. Manipulating tools or equipment.
2. Gathering, processing, communicating, or applying technical information.
3. Constructing, assembling, or combining elements.
4. Performing a service.
5. Others, drawn from the occupational field or cluster.

GENERAL RELATED

General related instruction is classified into the following two groupings:

Occupation Adjustment Capabilities.–The ability to adjust to employment environments and personalities at the plant, office, store, or institution is the emphasis of occupational adjustment. The intent is that by teaching students to interact effectively with fellow employees, supervisors, and the conditions under which they must work, the students will acquire capabilities which will persist as they progress in their career and take positions in other employment environments. Occupational adjustment capabilities include the following:

1. Learning how to learn at the training station.
2. Interacting with co-employees, supervisors, and employers.
3. Participating in groups as a member and leader.
4. Developing desirable employment habits and attitudes.
5. Making rational economic decisions about employment, spending, saving, and participating in a private enterprise economy.
6. Preparing for future employment.
7. Managing employment time and leisure time.
8. Keeping abreast with current developments in the occupation.
9. Others, drawn from the environments where the occupation is found.

Career Development Capabilities.–These capabilities enable students to find satisfying occupation roles in which they can get a sense of achievement and self-realization. The instruction focuses on learning about the occupational field and the lives of individuals in the occupation and on looking inward at one's own potential needs, abilities, and aspirations as they relate to occupations and careers. The capabilities include:

1. Assessing and analyzing one's own needs, interests, abilities, and aspirations.
2. Assessing and analyzing the potential opportunities and satisfactions of an occupational field.
3. Predicting one's own chances of being successful and satisfied in the occupational field.
4. Making decisions and plans to achieve goals and aspirations.

It is also essential that program planners recognize the differences in competency patterns among the occupations within the same occupational field and develop instructional plans that take these differences into account. For purposes of assessing the nature of any occupational field, four general competency areas may be identified: (1) fundamental skills, (2) social skills, (3) occupational technology, and (4) discipline. If all occupations within an occupational field called only for skill mastery, a single textbook might suffice, but, this is not the situation.

A final consideration regarding vocational capabilities and competencies is to offer a balanced program of instruction. In order to enable the student to develop the necessary balance, instruction should be organized to produce competencies which are: (1) needed by all employees, (2) needed by employees in an occupational field, (3) needed by employees of a specific occupation only, and (4) needed by a particular employee at a specific place of employment. Thus, there usually are total class activities, small group activities, and individual activities in addition to the specific learnings of the particular position.

INSTRUCTIONAL UNITS

Coordinators in the state of Indiana identified units of instruction which they believe to be common to vocational programs utilizing the cooperative method. Teacher-coordinators in interrelated cooperative vocational arrangements will find this list particularly helpful as it includes instructional areas common to most of their students.

A. Career opportunities.
   1. Advancement.
   2. Local, state, and national prospectus.
      a. Technological (from a producing to a consuming society, automation, greater productivity).
      b. Sociological changes (urbanization, mobility, population explosion, increased life span and leisure time).
      c. Economical society (affluency).
   3. Cluster opportunities.
      a. Employment not associated with one particular discipline.
      b. Training which accommodates more than one skilled position.

B. Career decision-making.
   1. Present.
   2. Long range.
   3. Self assessment measures.

a. Testing (GATE, Kuder, Strong Interest Inventory, Differential Aptitude Tests, Ohio Tests, and specific skill tests).
b. Academic, environmental heredity background.

4. Individual potential.
   a. Health.
   b. Grooming.
   c. Personality.
   d. Assets.
   e. Ways of making improvements.
5. Employment analysis.
   a. Employment market.
   b. Description of responsibilities.
   c. Environmental working conditions.
   d. Qualifications.
   e. Rewards.
      1.) Hours.
      2.) Vacation (paid, amount).
      3.) Merit increases.
   f. Company's reputation.
   g. Location (commuting time/cost).
   h. Hazards.
   i. Co-employees.
   j. Company policies and organization.
6. Employment changes.
   a. Skills transferable to other occupations.
   b. Mobility (vertical and horizontal).
   c. Cost involved.

C. Safety on the job.
   1. Habits.
   2. Attitudes.
   3. Clothing and machinery.
   4. Laws and regulations.

D. Interpersonal relations.
   1. Employee-employer.
   2. Employee-employee.
   3. Employee-citizen.
   4. Employee-family member.

E. Communication skills.
   1. Verbal.
   2. Listening.
   3. Telephone.
   4. Writing.
   5. Body language.
   6. Record keeping.
   7. Social poise and manners.
   8. Trade vocabulary.
   9. Reading.

F. Securing employment.
   1. Leads.
      a. Friends, relatives.
      b. State Employment Service.
      c. Labor unions.
      d. Newspapers.
      e. Private employment agencies.
      f. Sign in window.
      g. New business establishments.
      h. Former employees of business.
      i. Door-to-door search.
      j. Trade or professional journals.
      k. Phone book.
      l. Chamber of Commerce.
   2. Application.
      a. Forms.
      b. Personal resume.
      c. Letters.
   3. Interview.

G. Maintaining employment.
   1. Job performance.
   2. Work attitudes.
      a. Punctuality.
      b. Accepting criticism.
      c. Care of facility, equipment.
      d. Dependability.
      e. Self-control.
      f. Pride in work.
      g. Honesty.
      h. Courtesy.
      i. Loyalty.
      j. Sense of humor.
   3. Terminology.

H. Legal ramifications.
   1. Labor laws.
   2. Unions and labor organizations.
   3. Wages.
   4. Fringe benefits.
      a. Paid vacations.
      b. Meals and/or cafeteria/breaks.
      c. Overtime compensation.
      d. Health insurance/health leave.
      e. Recreational activities.
      f. Retirement plans.
      g. Library for employees.
      h. Employee organizations.
      i. Musical, dramatic, social.
      j. Recreational activities.
      k. Discounts.
      l. Retirement plans.
      m. Adult education.
         1.) Train-retrain.
         2.) Academic classes.
         3.) Training for employment advancement.
      n. Commission and/or tips.
      o. Bonus.
      p. Profit sharing.
      q. Child care centers.
      r. Uniforms–provided with laundry care.
      s. Transportation.
         1.) To work.
         2.) To new location.
      t. Counseling services.
         1.) Personal.
         2.) Vocational.
      u. Parking facilities.
      v. Tools and equipment.

w. Sick leave.
x. Maternity leave.
y. Severance pay.
z. Supplementary unemployment benefits.

5. Certificates (birth, health, occupational competency, military).
6. Discriminations.
   a. Age.
   b. Minority groups.
   c. Sex.
   d. Character.
   e. Handicapped.
   f. Ethnic.
7. Contracts.
8. Reference papers.

I. Economic stability.
1. Financial services.
   a. Checking.
   b. Savings.
   c. Loans.
   d. Credit.
2. Business trends.
3. Personal wage handling and budgeting.
   a. Garnishment.
   b. Payroll deductions.
4. Public assistance programs.

COMPETENCIES

Teacher-coordinators have a real opportunity to assist students in attaining practical competencies needed to function in society. Emphasis can be placed on basic skills, career awareness, and decision making as they relate to the student's career goal. Experienced teacher-coordinators have found that student-learners see "reading, writing, and arithmetic" as relevant and necessary, a graduation requirement, when these skills are related to the training station learning experiences. Like all educators, teacher-coordinators need to keep the following skill competencies in mind when teaching the related class.

Reading.–The student should be able to read, comprehend, and interpret materials an adult encounters in daily living (e.g., newspapers, magazines, income tax instructions, credit contracts, instructions for operating or maintaining equipment or household appliances, and job descriptions).

Quantitative Skills.–The student should be able to employ basic computational skills in the context of everyday tasks and problems encountered by adults, such as computing interest, making change, balancing a checkbook against a bank statement, computing miles driven per gallon of gasoline, constructing a budget, and computing income tax.

Oral Communications.–The student should have the ability to listen and communicate effectively in employment situations, demonstrating skills in organizing and presenting ideas or solutions to problems, giving informative answers to questions, comprehending and giving directions, and listening effectively.

Writing.–The student should have the ability to write an acceptable report, essay, or resume. Stress should be placed on structure, spelling, grammatical correctness, punctuation, clarity, and organization.

Career Awareness.–The student should have acquired substantial information about employment in one or more career fields. The information acquired about employment should include:

1. The roles and functions of the employee and the relation of the position to other positions;
2. How one qualifies for entry and advancement (education, experience, aptitudes) and possible routes of entry and advancement in a career;
3. The employment conditions associated with the position, including physical environment and social milieux, hours of work, how the position affects the employee's lifestyle, and other conditions;
4. The monetary, psychological, and other rewards which employees receive from employment;
5. The current and projected demands for employees in the field, opportunities for advancement, and lateral movement within the career; and
6. A personal evaluation of the occupation in relation to the student's interests, values, goals, and abilities (including positive and negative assessments and whether the assessment is likely to change).

Career Decision-Making.–The student should be able to apply principles of decision-making and planning in formulating post high-school career and education goals.

PLANNING AND SEQUENCING INSTRUCTION

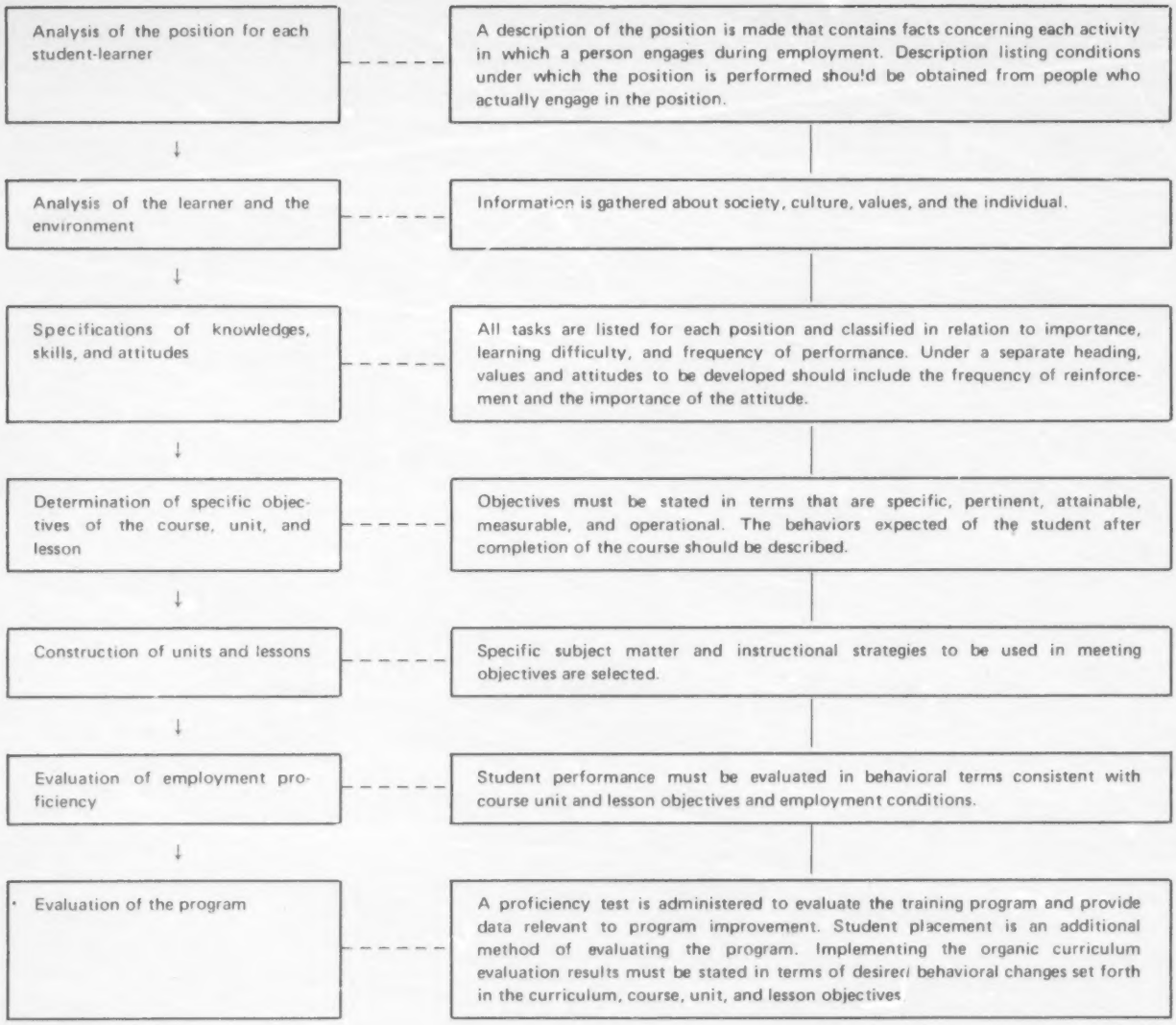
Figure 6.1 illustrates the steps followed by the teacher-coordinator in planning and sequencing vocational instruction. This type of approach to individualizing instruction should be employed by teacher-coordinators in all vocational education programs using the cooperative methods. The process is critical for interrelated coordinators who must use more small group and individual instruction than other teacher-coordinators.

The cooperative vocational education teacher-coordinator should assist students making the transition from teacher-directed learning to self-directed learning. Students learn this self-direction through teacher-pupil planning of instruction. Students are more committed to achieving the objectives when they have a part in determining the objectives and selecting the methods of learning. As students progress in the vocational program, the teacher-coordinator can increase student responsibility for self-direction and planning of instruction. Because of close relationships with students, the coordinator's role is likely to shift from an authority figure to that of an advisor, resource person, and counselor.

The teacher-coordinator should use methods of instruction and learning which will persist when students enter full-time employment. In developing human relations

FIGURE 6.1

PLANNING AND SEQUENCING
VOCATIONAL INSTRUCTION


Analysis of the position for each student-learner
A description of the position is made that contains facts concerning each activity in which a person engages during employment. Description listing conditions under which the position is performed should be obtained from people who actually engage in the position.
Analysis of the learner and the environment
Information is gathered about society, culture, values, and the individual.
Specifications of knowledges, skills, and attitudes
All tasks are listed for each position and classified in relation to importance, learning difficulty, and frequency of performance. Under a separate heading, values and attitudes to be developed should include the frequency of reinforcement and the importance of the attitude.
Determination of specific objectives of the course, unit, and lesson
Objectives must be stated in terms that are specific, pertinent, attainable, measurable, and operational. The behaviors expected of the student after completion of the course should be described.
Construction of units and lessons
Specific subject matter and instructional strategies to be used in meeting objectives are selected.
Evaluation of employment proficiency
Student performance must be evaluated in behavioral terms consistent with course unit and lesson objectives and employment conditions.
Evaluation of the program
A proficiency test is administered to evaluate the training program and provide data relevant to program improvement. Student placement is an additional method of evaluating the program. Implementing the organic curriculum evaluation results must be stated in terms of desired behavioral changes set forth in the curriculum, course, unit, and lesson objectives.

capabilities, case problems and role-playing improve students' abilities to handle these problems at their place of employment. Decision-making is learned through practice in making decisions. If students learn to interact effectively in class, they are likely to be successful and get satisfaction in their interpersonal relations during employment.

Students enrolling in vocational programs using the cooperative method adopt some mature attitudes and behaviors as they begin employment and interacting with adults. It is essential that the teacher-coordinator recognize the students' needs to be treated as adults and plan instruction which allows students to assume adult roles. Conferences, panel discussions, speakers from business and industry, and student-lead activities appeal to students.

SOURCES OF INSTRUCTIONAL MATERIALS

One of the most pressing needs of the vocational educator is obtaining relevant and appropriate instructional materials. The responsibilities of the teacher-coordinator is complicated by the fact that much time has to be spent in locating and sometimes writing instructional materials which are tailored to (a) the student's needs, interests, and capabilities and (b) the competencies required in the occupations for which students are receiving career preparation. During the past few years a tremendous number of instructional materials in various formats have been placed on the market. Before materials are purchased, they should be carefully analyzed to determine their effectiveness in serving student and program needs. To help solve this problem for teacher-coordinators, the Illinois Office of Education–Department of Adult, Vocational and Technical Education has prepared a publication entitled *An Annotated Bibliography of Instructional Materials in Cooperative Vocational Education.* This publication is based on experienced coordinators reviewing and using instructional materials to determine its learning effectiveness based on a cost scale. Additional sources for securing instructional materials that may be appropriate include:

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIAL, Engineering Center, Athens, GA 30601

AMERICAN TECHNICAL SOCIETY, 848 East 58th Street, Chicago, IL 60637

CALIFORNIA STATE POLYTECHNICAL COLLEGE, San Luis Obispo, CA 93401

CURRICULUM PUBLICATIONS CLEARING HOUSE, Western Illinois University, 75 Horriban Hall, Macomb, IL 61455

DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION, Illinois Office of Education, 100 North First Street, Springfield, IL 62777

EAST CENTRAL CURRICULUM MANAGEMENT CENTER, 100 North First Street, Springfield, IL 62777

ILLINOIS RETAIL MERCHANTS ASSOCIATION, 36 S. Wabash, Chicago, IL 60603

ILLINOIS STATE EMPLOYMENT SERVICE, 165 North Canal Street, Chicago, IL 60606

INDIANA STATE UNIVERSITY VOCATIONAL INDUSTRIAL MATERIALS LABORATORIES, Department of Vocational/Technical Education, Terre Haute, IN 47809

INSTITUTE OF LIFE INSURANCE, 277 Park Avenue, New York, NY 10017

INTERNAL REVENUE SERVICE, U.S. Department of the Treasury, Washington, DC 20220

INTERSTATE PRINTERS AND PUBLISHERS, INC., 19-27 N. Jackson Street, Danville, IL 61832

IOWA STATE UNIVERSITY PRESS, South State Street, Ames, IA 50010

J.C. PENNEY COMPANY, INC., Education and Consumer Relations Department, New York, NY 10019

NEW YORK INSTITUTE OF TECHNOLOGY, 888 Seventh Avenue, New York, NY 10019

OHIO STATE UNIVERSITY, Agriculture Education, Curriculum Materials Service, Columbus, OH 43210

OHIO STATE UNIVERSITY, Instructional Materials Laboratories: (1) Trade and Industrial Education or (2) Distributive Education, Columbus, OH 43210

OKLAHOMA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION, 1515 West Sixth Street, Stillwater, OK 74074

PENNSYLVANIA STATE UNIVERSITY, Department of Agricultural Education, University Park, PA 16802

PURDUE UNIVERSITY, Vocational Trade and Industrial Department, Lafayette, IN 47901

SOCIAL SECURITY ADMINISTRATION, 528 South 5th Street, Springfield, IL 62701

TEACHER'S COLLEGE PRESS, 1234 Amsterdam Avenue, New York, NY 10027

TENNESSEE STATE BOARD OF VOCATIONAL EDUCATION PROGRAM, 200 Cordell Hull Building, Nashville, TN 37129

TEXAS A & M UNIVERSITY, Department of Vocational Education, College Station, TX 77840

TEXAS TECHNICAL UNIVERSITY, Home Economics Instructional Materials Center, Post Office Box 4067, Lubbock, TX 79409

UNITED STATES CHAMBER OF COMMERCE, AV Services Department, 1615 H Street, Northwest, Washington, DC 20202

UNITED STATES DEPARTMENT OF AGRICULTURE, Forest Service, Superintendent of Documents, United States Government Printing Office, Washington, DC 20402

UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, Office of Education, Washington, DC 20202

UNITED STATES DEPARTMENT OF LABOR, Bureau of Labor Statistics, Office of Information, Washington, DC 20210

UNITED STATES GOVERNMENT PRINTING OFFICE, Superintendent of Documents, North Capitol between G & H Streets, Northwest, Washington, DC 20402

UNIVERSITY OF ALABAMA, Department of Trade and Industry, University, AL 35486

UNIVERSITY OF ILLINOIS, College of Education, Department of Vocational and Technical Education, Division of Home Economics Education, Urbana, IL 61801

UNIVERSITY OF KENTUCKY, Department of Vocational Education, Lexington, KY 40506

UNIVERSITY OF MISSOURI, Instructional Materials Laboratory, 8 Industrial Education, Columbus, MO 65201

UNIVERSITY OF TEXAS, Instructional Materials Laboratories: (1) Distributive Education or (2) Agriculture Education, Division of Extension, Austin, TX 78712

Personnel in cooperative vocational education should become familiar with and use the following two publications: (1) *Abstracts of Research and Related Materials in Vocational and Technical Education (ARM)* and (2) *Abstracts of Instructional Materials in Vocational and Technical Education (AIM).* These publications, which are published quarterly on subscription basis, contain abstracts of and indexes to vocational and technical education documents. They also contain a complete list of all available instructional materials in vocational and technical education. Further information regarding subscriptions should be addressed to:

The Ohio State University
Center For Vocational And Technical Education
1900 Kenny Road
Columbus, OH 43210

Described below are two publications that may be available in libraries accessible to cooperative education personnel. Both publications are through the services of the Educational Resources Information Center (ERIC).

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, DC and 16 clearinghouses located at universities or professional organizations across the country. *Resources in Education* is published by the United States Government Printing Office, Washington, DC 20402.

Current Index to Journals in Education (CIJE) indexes and annotates articles from over 700 education and education-related journals. *CIJE* has been published by Macmillan Publishing Company, Inc. on a monthly basis since January 1969. In addition, important bibliographic tools have been developed for creating the ERIC file and searching it as well; the most significant of these is the *Thesaurus of Eric Descriptors.*

VOCATIONAL STUDENT ORGANIZATIONS

The relationship of vocational student organizations in the total vocational instruction process was illustrated in Chapter I (Figure 1.1). Experienced teacher-coordinators are quick to praise the potential value of student organizations in motivating students. The educational values of vocational student organizations have long been recognized by vocational educators. For students to receive the full benefits, the teacher-coordinator may be required to sacrifice personal time and energy. The time and effort the teacher-coordinator spends on student organizational activities will be well worth the effort.

Many employers feel that the public school has not completed its educational and training functions when it sends students for employment equipped with career skills and information only. The school must round out the social and ethical phases of the prospective employee's personality and development, along with employment skills, knowledges, and attitudes.

Student organizations provide activities which complement, supplement, and strengthen the instructional program. Success in the occupational field is dependent on attitudes which can be developed within an educationally-centered student organization. The student organization provides an avenue for the enrichment of the instructional program through *student planned* activities under the teacher-coordinator's guidance.

The statement "vocational student organizations are an integral part of vocation education" is frequently used. What does integral mean? How is a vocational student organization integrated into the vocational classroom? Why is this important? Being an integral part means vocational student organizations are tools of instruction which reinforce, through activities, what the student learns in the classroom and/or at the training station. Integrated activities of the organization improve the effectiveness of every vocational program and help students become more employable.

Vocational student organizations, related classroom instruction, and supervised occupational experiences are components in the total vocational program using the cooperative method; they should be directly related to each other. Classroom instruction involves the organized presentation and application of knowledges, skills, and attitudes. Supervised occupational experiences require students to apply, in an actual employment setting, knowledges, skills, and attitudes acquired through classroom instruction. Vocational student organizations make vocational teaching more effective by providing invaluable experiences in group dynamics that enables students to accept themselves within the total group situation. Organization activities can also provide for the development of leadership, development of a dignity for employment, promotion of standards of excellence, encouragement of broader educational experiences, and encouragement of cooperative efforts. In addition, vocational student organizations provide motivation toward the development of technical skills through use of techniques such as contests, recognition events, and awards programs. These integrated organization activities improve and tie together the existing curriculum.

AVAILABLE VOCATIONAL STUDENT ORGANIZATIONS

There is a vocational student organization structure that can be utilized as a teaching tool within the five areas of vocational instruction in the state of Illinois. The Illinois Office of Education–Department of Adult, Vocational and Technical Education has a student organization consultant in each area on its staff to assist teacher-coordinators in the implementation and operation of student organizations. For applied biological and agricultural occupations there is the Future Farmers of America (FFA); for business, marketing, and management occupations there are the Distributive Education Clubs of America (DECA), Illinois Office Education Association (IOEA), and Future Business Leaders of America (secondary) or Phi Beta Lambda (post-secondary) (FBLA or PLB); for health occupations there is Health Occupations Students of American (HOSA); for industrial oriented occupations there is the Vocational and Industrial Clubs of America (VICA); and for home economic occupations there is the Future Homemakers of America (FHA) or Home Economics Related Occupations (HERO). The chart below presents additional information about each group.

NATIONAL VOCATIONAL STUDENT ORGANIZATIONS

Goals of Organization	Address of Organization
Distributive Education Clubs of America–DECA • for students who are interested in marketing and distributive occupations • has a program of instruction which teaches marketing, management and related subjects	Executive Secretary Distributive Education Clubs of America, Inc. 200 Park Falls Church, VA 22046 703/532-7672
Future Business Leaders of America–FBLA; Phi Beta Lambda–PBL • for students who are interested in business occupations • has a program of instruction which develops leadership competencies through business education courses	Executive Director Future Business Leaders of America Dulles International Airport Post Office Box 17417 Washington, DC 20041 703/860-0233
Future Farmers of America–FFA • for students who are interested in agriculture and related occupations • has a program of instruction which prepares for more efficient production of food and fiber, quality control, horticulture, mechanics, technicians and other careers related to the agricultural industry	Executive Secretary National FFA Center Box 15160 Alexandria, VA 22309 703/360-3600
Future Homemakers of America–FHA Chapter and HERO Chapters • for students who are interested in home economics and related occupations • has a program of instruction for students interested in personal development, human relations, management of resources, and home economics related occupations such as food service and hospitality, child care service, interior design, and clothing sales and services	Executive Director Future Homemakers of America 2010 Massachusetts Avenue, Northwest Washington, DC 20036 212/833-1926
Health Occupations Students of America–HOSA • for students interested in health occupations	State Advisor for North Carolina Health Occupations Students of America North Carolina Department of Public Instruction Raleigh, NC 27611
Office Education Association–OEA • for students who are interested in office occupations • has a program of instruction which promotes and stimulates skills and aptitudes for office work	Executive Director Office Education Association 1120 Morse Road Columbus, OH 43229 614/888-5778
Vocational Industrial Clubs of America–VICA • for students who are interested in industrial technology, health, and related careers • has a program of instruction which includes courses in trades, industrial, and health programs	Executive Secretary Vocational Industrial Clubs of America 106 North Virginia Avenue Falls Church, VA 22046 703/533-2090

STUDENT ORGANIZATION ACTIVITIES

The variety and number of student organization activities and projects depend to a large extent on the ingenuity and vision of the students and the teacher-coordinator. In determining projects or activities, however, fundamental consideration should be given to the value that the project or activity will have for each student.

Student organization activities and projects may be classified in five broad areas:

- Professional
- Civic
- Service
- Social
- Financial

Properly conducted, educational activities within these broad areas will strengthen classroom, laboratory, and training station instruction.

Professional Activities.–These activities contribute to the professional improvement of the student. Student organizations provide professional meetings where guest speakers, demonstrations, panel discussions, films, and similar presentations related to the occupational field are featured. Field trips are frequently conducted in connection with topics studied in class.

Possibly the most universally accepted professional activity is the annual employer-employee banquet which brings together those closely associated with cooperative vocational education. Participation of students, school officials, and business and industrial leaders in the banquet program demonstrates the community wide nature of the cooperative method of instruction.

Contests are also considered professional activities. Designed primarily to stimulate student interest in improv-

ing career-related knowledge and skill, contests emphasize the importance of learning through preparation and participation. Individual achievement is recognized in a sequence through local, district, state, and/or national accomplishments.

Civic Activities.—These activities are conducted by many student organizations to serve the school and the community. Projects range from campus improvement campaigns to participation in fairs, trade shows, and other community wide events. These activities are frequently conducted in cooperation with local business and industrial organizations, school organizations, and civic groups.

Service Activities.—These are activities undertaken in many organizations to emphasize the need for sharing with others. Frequently projects are designed to coincide with holidays—Thanksgiving, Christmas. Many of the projects are developed to involve student participation as well as gifts and contributions.

Social Activities.—These activities are a major requisite of the student organization program. There is a tendency to integrate social activities through the enrichment of professional activities with social elements. For example, many social connotations are connected with the annual employer-employee banquet although the primary purpose and character of the function is professional in nature. Social activities also become an important finishing touch to professional meetings—particularly when community leaders are invited to participate in the student organization.

Financial Activities.—These activities involve raising funds to support the financial obligations of the student organization. These obligations often include expenses for such items as delegates and committee members, travel funds, field trips, professional and social meetings, and communications. Each student organization determines the number and type of financial activities in which they wish to participate. Many of the student organizations assess nominal membership dues, but a major portion of the student organization revenue comes from financial activities and projects.

Within the program of student organization activities and projects, opportunities prevail for effective integration into the instructional program. Such activities, properly planned and conducted, can strengthen classroom, laboratory, and training station instruction. In addition, student organization activities can provide some real-life learning experiences that contribute to the total development of the students and are activities which usually cannot be replicated in the other components of the total instructional plan.

In order to focus on ways of integrating student organization activities into the instructional plan, attention should be given to the areas of personal growth. Eight common goals are as follows:

- Leadership and Followership
- Citizenship Responsibilities
- Character Development
- Social Development
- Occupational Knowledge
- Recognition
- Communication Skills
- Cooperation

Leadership and Followership.—Leadership and followership are essential traits to be developed if today's students are to be fully prepared for future responsibilities in both their chosen occupation and to society. A leader is someone who moves out in front: someone who forges ahead with ideas, ambition, and determination to get things done. Many qualities are a part of leadership and most of them must be developed—few people are born with them. The student organization is patterned to provide occupational students the opportunity to develop leadership and followership qualities through participation in projects and activities. The student organization that stands out is the one that offers such leadership opportunities to the entire membership as well as the elected officers. Frequently, student organizations will elect officers for short terms, perhaps once each semester, in a deliberate attempt to develop leadership abilities in a greater number of students. The organization that serves its members best, however, is the one that emphasizes leadership through individual responsibilities and committee activities.

The astute occupational teacher-coordinator will discover ways to capitalize on opportunities to incorporate the student organizations' goal of leadership development into the total instructional program. Students should be encouraged to accept responsibilities in all phases of cooperative education in addition to the student organization component.

Citizenship Responsibilities.—Besides possessing abilities in a chosen occupational field, individuals must also be competent as a citizen in the community. It is appropriate, therefore, that student organization activities deal with citizenship responsibilities which can be equally applicable to adult life. Assisting the student council in "getting out the vote" for student body campaigns, sponsoring courtesy weeks, and participating in school projects that have their adult counterparts offers students an opportunity to recognize and accept civic responsibilities.

Civic projects, particularly those directed toward improvement of school and community facilities, can engender in students a respect for community property. Campus beautification and similar projects provide practice in community living that will find expression in the world the student enters after graduation.

Student organization business meetings can add substantially to the student's citizenship development. By participating in general sessions and committee meetings, the student learns the rights and responsibilities of the individual. Students learn there are minutes of leadership, hours of followership. Students also learn to speak up for personal beliefs, to assist in weighing facts, and to exercise judgement when decisions are faced by the group.

Character Development.—Another common goal of vocational student organizations is character development. The student organization can contribute in the develop-

ment of desirable traits in students. Organizations cannot assume the major responsibility for teaching the challenges that face the family, the home, the church, the school, and the community; but organizations can play a significantly effective part that will interlace with other factors of society in affecting the development of the total individual.

Student organization ceremonials, such as opening and closing ceremonies, initiations, and installations, present character-building ideas with an emotional appeal which many times make permanent impressions in the minds and lives of participating students.

Each of the vocational student organizations seek to develop desirable character traits. Instructional activities appropriate for classroom experiences may be derived from the student organization's achievement program. For example, the code of ethics governing each vocational area would be appropriate for classroom discussion. Role-playing situations, planned and enacted by members, may vividly demonstrate both desirable and undesirable personal traits of individuals in an occupational setting. As a result of presentations by leaders in the occupational field, students can become acquainted with qualities these leaders possess and perhaps emulate, to some extent, the distinctive characteristics. When care is exercised in conducting projects that will create a broader understanding of the social obligations of those engaged in the occupational field, these activities can contribute greatly to the molding of the student's character.

Social Development.—Social competence is considered a major requisite of the student organization. Not only should students be taught to meet with others easily and freely, but attention should also focus upon the individual's unenforceable obligations to society.

Social activities, planned by vocational student organizations, provide numerous opportunities for students to experience the practice of acceptable social behavior. A more difficult problem, but one that should be integrated into the total instructional plan, concerns responsibilities that future citizens have to society. Depletion of natural resources, armament races, economic fluctuations, population trends, education and health, as well as countless other world conditions gives rise to the challenges to be faced by future generations. Each individual has an obligation to present society and future generations to make contributions for the dissolvement and alleviation of society's problems.

Since virtually all occupations are involved in the depletion of some natural resource, instructional projects concerned with the conservation of such resources can be devised. The cause and effect of economic fluctuations related to occupational areas can be emphasized in vocational education. Advisors that are truly concerned about the total development of the students in their programs will find ways to provide for active participation through inter-curricular activities.

Occupational Knowledge.—While vocational knowledge is always a component of the classroom instruction, it is also a goal of each vocational student organization. The student organization program supplements instruction by providing incentives for students to apply themselves. Panel discussions, speeches, films, and similar presentations at student organization meetings can be directly related to occupations.

A most effective technique in stimulating the desire to learn, however, is probably the element of competition introduced in the student organization awards program. The challenge of the awards program can develop in the student an appreciation of the need for continuous search of knowledge. To accept the challenge, the student must apply an inquisitive mind in organized study directed toward preparation for the awards program. The competitive events within each vocational student organization are designed from the general and specific vocational skills and knowledges.

Recognition.—Recognition builds morale and is considered another common goal of the student organization. Student organization activities provide abundant opportunities for the recognition of student participation. The most obvious recognition is that given to student officers, committee chairpersons, and contest winners. However, individual and student organization growth are recognized when important tasks performed in the background are commended; these tasks, such as addressing envelopes for a student organization survey or creating table settings for a banquet, can strengthen student appreciation for their part in the success of organization's activities.

Communication Skills.—Communications must be effective in an occupational organization. Planning local activities requires a closely knit system of conveying information and ideas to individuals and groups involved. Reporting activities in state and national student organization publications gives students practice in disseminating ideas through a central exchange. Opportunities to learn the importance of good communications exist in almost every activity of the vocational student organization.

Cooperation.—A common goal for all vocational student organizations is cooperation. Cooperation enables students to work with each other. Planning and programming student organization activities emphasize the importance of individual contributions to successful group accomplishments. By learning to work well with one another in organization activities, students develop a sense of human relations that will be essential for success in their chosen careers.

HOW A STUDENT ORGANIZATION IS FORMED THROUGH STUDENT PARTICIPATION

⇒**Step 1.**—Gain interest among key students. Encourage them to become familiar with organization activities and how it operates. Interested students should form a "committee to organize" and elect a chairperson to serve until the organization is underway and a president is elected. Also, take students to visit an established student organization.

⇒**Step 2.**—Put the "Committee to Organize" to work. Their responsibilities are as follows:

1. Become familiar with basic documents and promotional materials of the organization.
2. Order necessary promotional materials to carry out a membership campaign.
3. Write a suggested local student organization constitution.
4. Plan an organizational meeting of potential members.
5. Plan the conduct of the first elections.

⇒**Step 3.**–Hold an organizational meeting for potential members. The organizational committee should conduct the meeting.

1. Give students an overview of the organization–history, how it operates, structure, purposes, why join, symbols, possible activities, what integral means, essentials of a good student organization.
2. Invite members from established organization to discuss activities.
3. Discuss "Should we organize?"
4. If the group decides to organize, review the constitution developed by the "Committee to Organize."
5. Vote on constitution ratification or set a voting date.
6. Close meeting by affirming intention to organize and with a statement of teacher/advisor support.

⇒**Step 4.**–Kick off the membership campaign. Begin to collect dues (set a deadline for dues in terms of the officer elections).

⇒**Step 5.**–Conduct elections.

⇒**Step 6.**–Hold organizational meeting of newly elected officers. First item of business is to petition the state association for a charter. Membership dues should be submitted to the state association. The state association forwards national dues to the national office. Use parliamentary procedures.

⇒**Step 7.**–President should appoint certain committees so the organization can begin to function.

1. Program of Activities
2. Finance (budget and fund raising)
3. Public Relations
4. Social
5. Community Service
6. Special Committees to carry out specific activities related to the vocational program (Christmas Dance, Employer Banquet, etc.)

⇒**Step 8.**–If mini-sections are organized, each section should develop a calendar of activities related to their occupational area.

⇒**Step 9.**–Secure the necessary equipment and materials for conducting meetings and carrying out activities.

⇒**Step 10.**–Be sure each organization member is functioning as a committee chairperson or member.

CHAPTER VII

PUBLIC RELATIONS

Cooperative vocational education requires input from a number of sources in order to achieve the desired objectives. A good teacher-coordinator is one who is able to establish smooth relationships with vocational teachers and other teachers, supervisory and guidance personnel, the special services staff of the school, and those outside of the school who participate in cooperative vocational education. The coordinators and supervisors are responsible for coordinating the efforts of the various individuals and groups; however, personnel interrelationships depend greatly on the interest and leadership of top administration in the schools. Even though cooperative education is not a new idea, the basic tenets often are not understood by individuals who are involved with cooperative vocational education, or by those who would like to participate. A program of planned public relations is essential in establishing and maintaining a good vocational education program using the cooperative method.

THE PROCESS

Public relations is a management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with public interest, and executes a program of action to earn public understanding and acceptance. This definition implies a three-fold function for the teacher-coordinator in performing public relations activities:

1. To ascertain and evaluate public opinion.
2. To counsel with appropriate personnel in ways of dealing with public opinion as it exists.
3. To use communications to influence public opinion.

The approach to winning consent of the public to achieve the objectives of cooperative vocational education must be carefully engineered. The following eight-point plan for organizing public relations efforts has considerable merit.

AN EIGHT-POINT PLAN

1. ESTABLISH COOPERATIVE VOCATIONAL EDUCATION OBJECTIVES. Decide what publics are to be reached to achieve the objectives. Think first in terms of policy making individuals and groups in the community.
2. RESEARCH. Find out what the publics now believe about the objectives.
3. REORIENTATION OF OBJECTIVES. Change the cooperative vocational education plans in terms of the obtainable. (The problem may have to be divided into parts and solved individually.)
4. DETERMINE PUBLIC RELATION THEMES. Don't begin with preconceived ideas, but get ideas from what the public currently believes.
5. STRATEGY. This is the step which calls for real evaluative skill in picking the right approaches.
6. ORGANIZATION. Work within the operational plan set up in the school and think in terms of the task to be done rather than the budget. Many times people in the community will volunteer to help.
7. PLANNING. Map out the activities in chart or calendar form. Time activities so that frequent contact is made with the public.
8. TACTICS. Selection of actual techniques and media come last.

TARGET AUDIENCES

STUDENTS

The students who can benefit from cooperative vocational education are frequently unaware that this opportunity is available to them. Often, they know there is such a course but do not understand its purpose or perceive how it is related to their immediate interests and personal development. All students in the school should have the opportunity to learn about cooperative vocational education and what it has to offer. The publicity that is directed toward students should appeal to their interests and goals. Peer-group opinion is a critical factor in the way cooperative vocational education is perceived by students. The chance to enter a well-chosen career field, to learn an occupation, and to assume an adult role is what should be emphasized rather than the opportunity to earn money or to escape the school environment. Regularly spaced publicity in the school and local papers, student presentations at auditorium and classroom meetings, vocational student organization activities, and informative brochures and displays are effective in reaching students. Frequently students say they learned about cooperative vocational education from a friend who was enrolled in the course. Satisfied and successful cooperative education students are the one best advertisement the program can have. Early school leavers can best be reached through flyers distributed at youth centers, spot announcements on radio, and presentations at community group meetings.

PARENTS

Many parents have considerable influence on the student's choices of courses and educational plans. They, too, are frequently uninformed of the opportunities in cooperative vocational education, or they may have been misinformed about its purposes and values. Their most common misconception is that students who enroll in cooperative vocational education cannot meet college en-

trance requirements. In order to have the endorsement of parents, they must conceive cooperative vocational education as educationally sound and socially acceptable. Parents are reached through parent-teacher meetings, direct mail, spaced publicity in local papers, business and industry-sponsored meetings and publicity, home visitations, and personal contacts with the coordinator at community activities.

FACULTY

Reaching the entire faculty is especially important because faculty members have a great deal of influence on student attitudes and interest in cooperative vocational education. Teachers evaluate cooperative vocational education in terms of its educational values. They are concerned with student outcomes–behavioral changes, educational growth, and emotional maturity. Teachers' perception of cooperative vocational education is acquired through observations of students who are enrolled and through associations with the coordinator. Therefore, the coordinator must keep teachers informed of student progress, learning outcomes, and the results of follow-up studies showing how students benefited from their training. Also, faculty members enjoy knowing that their contributions to the development of students have had a bearing on the students' occupational adjustment and advancement; therefore, recognize teachers' contributions whenever possible. Communication with faculty members is accomplished through formal meetings and printed materials that acquaint them with cooperative vocational education and through day-to-day information contacts by the coordinators and the students enrolled in cooperative vocational education.

ADMINISTRATION

The administration, like the faculty, is interested in student outcomes–how students benefit from cooperative vocational education. They want to be kept informed of such matters as student achievements, placements, employer evaluations, and activities. The coordinator keeps administrators informed by periodically submitting statistical and written narrative reports and by inviting administrators to observe students at their training stations, in the classrooms, and at student organization functions. It is also essential that the administration learn from the coordinator what problems cooperative vocational education faces and what assistance the coordinator needs to expand and improve cooperative vocational education.

EMPLOYEES

Employees in the community become involved in cooperative vocational education through their contracts with the students in the training stations. It is essential that they understand and support the training effort. In particular, organized labor groups will be concerned about how cooperative vocational education affects their members. Coordinators can establish good relations with employees and their labor organizations by enlisting their cooperation in the early planning stages and by giving recognition for their contributions to cooperative vocational education. When they conceive cooperative vocational education as benefiting employees in their occupational fields, their support is forthcoming.

EMPLOYERS

The employers of the community must be well informed about cooperative vocational education in order to understand their responsibilities. In the past some well-meaning employers have been willing to employ students but have never understood the training and educational aspects of the program. Employers are always interested in finding good potential employees. The publicity directed toward employers should emphasize the benefits of working with the school to develop good employees. Personal contacts made by the coordinator are the most effective means of communicating with employers. However, they can also be reached through printed materials. service organization and trade association meetings, activities such as the employer-employee banquet, and newspaper publicity. Their participation in planning, advisory committees, evaluation, and public relations activities helps to keep them informed and involved in cooperative vocational education.

COMMUNITY GROUPS

In most communities there are numerous agencies, organizations, and civic groups which are concerned with community development and the educational opportunities available in the schools. They are often influential in establishing new curricula or in getting total community support for programs. It is very important that these groups are kept informed of cooperative vocational education and that they have a part in helping to develop a program suited to the needs of individuals in the community. Members of professional organizations, welfare agencies and society, service organizations, and other community groups welcome opportunities to have the coordinator and students speak about cooperative vocational education at one of their meetings. Coordinators can also develop good relations with community groups by judiciously participating in their organizations and their community improvement projects.

METHODS OF COMMUNICATION

DEVELOPING THE COOPERATIVE VOCATIONAL EDUCATION IMAGE THROUGH STUDENTS

The real test of the value of cooperative vocational education is in student outcomes. The image is largely a reflection of what is achieved in the personal development of the individuals who receive the training and instruction. The employment and school performance of the students, their attitudes, and their appearance communicate to others what can be accomplished. Employers judge the merits of cooperative vocational education by the success they have in developing satisfactory employees. Students talk about

their experience in terms of satisfaction with their training and occupational status. The faculty and the school administration evaluate the cooperative method from their observations of student achievements and behavioral changes.

The coordinator and the school should capitalize on the interest in the students by giving visibility to their activities and achievements. The success stories of students are the kind of publicity that parents, students, employers, educators, and the community in general want to hear. Students' appearances before various groups in the community are usually much more effective than anything the coordinator can report. A good product–successful, satisfied students–is convincing evidence that cooperative vocational education is a worthwhile venture.

DEVELOPING AN IMAGE THROUGH TEAMWORK

A good image of cooperative vocational education is achieved through the combined efforts of many individuals and groups. Satisfied employers, co-workers, faculty members, students and others who are convinced of the merits of cooperative vocational education are much more effective in developing an image than the coordinator working alone on publicity. The advisory committee can be helpful in reaching employers and in communicating the businessperson's point-of-view about cooperative vocational education. Employees' interest is stimulated when the employer and labor organization communicate with employees about the merits of cooperative education. Other teachers in the school create student interest by calling attention to the opportunities for occupational training. Parents and students are often reached through community groups which support cooperative vocational education.

Printed materials and letters bearing the endorsements of employers and other groups, in addition to those of school officials, emphasize the cooperative feature of vocational education. Recognition of the contributions made by all groups to the vocational development of students is one of the most important means of maintaining the kind of teamwork that gives cooperative vocational education a good image.

USE OF COMMUNICATION MEDIA

A planned schedule of public relations activities is more effective than impromptu attempts to publicize cooperative vocational education. Publicity should be a continuous process using a variety of media such as the following:

1. Local and school newspaper articles on student activities, success stories of students, and information on cooperative vocational education
2. Flyers, brochures, and letters directed to parents, students, and employers
3. Student presentations before student groups, service clubs, parent and faculty meetings, and employer and employee groups
4. Coordinator presentations before similar groups
5. Career clinics for students conducted by cooperative vocational education students and participating employers
6. Employer visits to the school and faculty field trips to business and industry locations
7. Displays and exhibits of students' work and activities at fairs, at conventions, in school, and in the community
8. Coordinator's personal contacts with individuals who have interests and concerns related to cooperative vocational education
9. Radio and television appearances by cooperative vocational education students, employers, and coordinator
10. Symposiums, seminars, and short training sessions for people in business and industry, conducted by the coordinator
11. Presenting employers and/or training sponsors and advisory committee members with certificates of appreciation which can be displayed in their offices. Appendices Y and AA contain examples of such certificates.

FIGURE 7.1

PLAN A PUBLIC RELATIONS CALENDAR

SEPTEMBER

- Plan orientation for new students and teachers
- Renew acquaintance with newspaper editor and reporters, radio and TV program managers
- Send news releases on expansion, new projects, new equipment
- Send materials explaining cooperative vocational education to parents of new students
- Plan home visitations schedule
- Complete the student organization plans for the year and publicize through newspaper and school paper
- Set up advisory committees and plan schedule of meetings
- Participate in workshop on public relations

NOVEMBER

- Build the public relations activities around American Education Week; participate in all events planned by school
- Plan and conduct a radio or TV program explaining purposes, organization, and values of cooperative vocational education
- Prepare displays for public places to illustrate instructional content of cooperative vocational education
- Invite state and federal legislators to visit and observe the vocational program
- Plan bulletin board displays

JANUARY

- Plan and conduct a student assembly program
- Publicize plans for adult vocational classes for second semester
- Participate and cooperate in career conferences
- Hold Open House for parents and other citizens of the community
- Send articles about vocational education to trade papers and professional journals
- Speak to local service clubs and other community organizations about the values of cooperative vocational education
- Prepare newspaper articles on progress of vocational students

MARCH

- Provide information about vocational courses to students who may desire to enter cooperative vocational education; make arrangements for tours of the department
- Plan a parents' night program for students to demonstrate their work and activities
- Send newsletter to graduates and former students
- Cooperate in planning exchange visits for teachers, industry and business, and labor groups
- Invite the administration to attend a student organization meeting
- Work with school reporter on writing a series of features about successful vocational graduates for school and/or local newspaper
- Collect occupational information and give to school guidance counselor
- Call on photography class to take photos of the students in action

MAY

- Make plans for participating and exhibiting at state and county fairs
- Contact local business, industry, employment agencies, etc., to help place graduates in suitable jobs
- Prepare annual reports
- Arrange for appropriate graduation ceremonies and publicity for graduates
- Hold banquet for parents and/or employers; show slides of year's activities
- Prepare exhibits of students' work for display in businesses
- Evaluate results of year's public relations projects

JULY

- Attend summer school or workshop on public relations
- Attend state conferences
- Participate in county and state fairs
- Visit parents of students and prospective students
- Take summer job in industry
- Make plans for next year's public relations

FACULTY PERSONNEL INTERRELATIONSHIPS

Lack of understanding of the purposes of cooperative vocational education on the part of individuals within the school can impede its development and operation. The image of cooperative vocational education within the school is a reflection of the attitudes of faculty members. Through an understanding of cooperative vocational education and its educational value, faculty are more likely to give their much needed support.

Sometimes the coordinators in large school systems have difficulty in personally contacting each student in the school. When teachers are knowledgeable about cooperative vocational education and the benefits that accrue from it, they can encourage students to investigate the opportunities it offers. The coordinator who keeps the faculty informed and gives the members recognition for their contributions is very likely to have a course that is well known and favorably regarded among the members of the student body.

Other faculty members have important contributions to make to the vocational development of students. The coordinator may, or may not, teach the employment-related vocational classes. In either case, the coordinator must often seek the help of other teachers in getting special types of instruction for students. A teacher-coordinator of cooperative trade and industrial education may have a student who needs special help with math; in this situation a qualified math teacher is the best resource. If other teachers on the faculty feel that they have a part in the total vocational development of students, usually their assistance is more enthusiastic.

Establishing cooperative relationships is partly a result of the personality of the teacher-coordinator; but it is also a matter of following good procedures. There are steps all coordinators can take to foster good interpersonal relations. The following general suggestions may be considered in arriving at appropriate procedures.

1. Coordinators should keep all faculty members informed of cooperative vocational education developments, students progress, and other information that is of concern to them.
2. Coordinators should participate, whenever feasible, in the formal and informal organizations, groups, and committees involving fellow teachers.
3. Coordinators should elicit the assistance of other teachers in the operation of vocational education and give due recognition for their contributions.
4. Coordinators should make their own services and unique capabilities available to their colleagues when it is feasible (e.g. provide occupational information for all students).

GUIDANCE AND SUPERVISORY PERSONNEL INTERRELATIONSHIPS

An important part of the coordinator's job is to work with those guidance and supervisory personnel in helping them to realize students' needs for vocational preparation as well as for a good general education. Vocational educators frequently are critical of counselors because many of the counselors seem to devote their major efforts to helping college-bound students and do not direct capable students into vocational education. School supervisory personnel have also been criticized for placing greater emphasis on the college preparatory curriculum than on vocational preparation and seemingly measure the success of their school system in terms of student numbers entering college. However, many individuals working in guidance and administrative positions do not fall into this category. Successful coordinators usually look at the academic prestige barrier in the following manner: they understand that the attitudes of these colleagues reflect the values which a large segment of society has placed on college preparatory and liberal arts education and strive to overcome these attitudes.

In schools where coordinators have had good relationships, a number of the following practices have been employed.

1. Supervisory and guidance personnel participate in the initial planning of cooperative vocational education.
2. Their advice and assistance are solicited on such matters as scheduling, counseling, recruiting, selecting, evaluating, and developing cooperative vocational education.
3. They are kept informed by the coordinator regarding cooperative vocational education activities, students' progress, business and industry reactions to all school programs, local occupational opportunities, and other relevant information.
4. They learn how cooperative vocational education is conducted by personally accompanying the coordinator on calls to training stations, observing employment-related vocational classes, attending advisory committee meetings and student club functions, and talking with students who are enrolled in cooperative vocational education.
5. They are brought into contact with employers and employees in business and industry through coordinator-planned field trips, meetings with representatives from the employment community, and resource speakers brought into the school.

The above are suggestions which have been tried and found to be effective in establishing cooperative relationships. It is essential that coordinators recognize that many problems concerning cooperative vocational education exist as a result of insufficient understanding. They must make a continuous effort to keep other faculty members, administrators, and guidance personnel informed of what is happening in cooperative vocational education so there is a total school effort to provide for the optimum career development of all students.

Policies and procedures which are consistent with the general philosophy of the school and which reflect the community's expectations of cooperative vocational educa-

tion are necessary. Hence, the school administrator, who must answer to the community, usually through the school board, wants all members of the school staff, including the coordinator of cooperative vocational education, to operate in harmony with that philosophy. The coordinator(s) usually is expected to provide the initiative for formulating these essentials. Principal school administrators, including the school board and frequently the advisory committee, should approve whatever major decisions are made regarding cooperative vocational education.

A written document which specifies the conditions under which cooperative vocational education will operate should be endorsed by the total administration as the local cooperative vocational education plan. In schools where there are several sections of cooperative vocational education, one plan, with specific provisions for the various sections of the program, is recommended.

CHAPTER VIII

STAFF, FACILIITES, AND EVALUATION

STAFF

No instructional strategy requires as great a sensitivity to individual and community needs as cooperative vocational education. This requirement decrees carefully selected personnel with special talents and attitudes who perform a surprising number of guidance and public relations functions in addition to their regular teaching assignments. Hence the first requisite is good personnel with an administrative environment which allows sufficient freedom for them to function properly.

When planning and staffing cooperative vocational education, decision-makers should keep in mind the important role of the coordinator in building and maintaining a favorable community image of the school and cooperative education. Also to be kept in mind is the image of cooperative education among the students enrolled and those of the student body as a whole. The cooperative education image held by both of these publics depends almost entirely on the personnel, particularly the teacher-coordinator. Fortunately or unfortunately, depending upon one's viewpoint, the activities and behavior of cooperative education personnel are highly visible. Both employers and students are highly sensitive to the competency and judgment of teacher-coordinators because of the unique nature of the interpersonal relations that exist. Unlike many teachers of other classes the cooperative vocational education teacher is by no means the ultimate authority in an occupational field. The teacher-coordinator's teachings and actions are continuously being compared and contrasted with other parties in the cooperative arrangement.

The time and effort expended in planning and staffing cooperative vocational education positions is, without a doubt, the most critical activity. The single most important factor in providing good cooperative vocational education is the staff. The competencies needed by staff members in cooperative vocational education are derived from an analysis of the tasks they perform in their positions. A systematic approach to filling a position is to adequately describe the job and then determine what competencies are needed. Although each position will vary with different vocational programs, there are some similarities among the job descriptions of cooperative vocational education positions.

In Chapter II, essential tasks and time limits for performing the tasks for all types of teacher-coordinators are listed. The discussion in this chapter will focus on the supportive rationale for the various types of teacher-coordinator requirements and include suggestions for staff development.

The job description for a teacher-coordinator position is a guide in determining minimum standards for evaluating staff member competencies. The Illinois Office of Education has established minimum requirements for cooperative vocational education staff members; however, a local school may need more explicit criteria for evaluating the competence of potential and/or currently employed staff members. Contact the Illinois Office of Education for a copy of *Document No. 1* which includes a detailed explanation of teacher-coordinator requirements.

Once hired, care should be exercised that the coordinator is not given extra curricular assignments outside cooperative vocational education that interfer with the ability to make coordination visits in the business community. The best time for coordination visits normally would be between 9:30 a.m. and 11:30 a.m. or between 1:30 p.m. and 5:00 p.m. The tasks of the coordinator outlined in Chapter II clearly indicate the complexity of the job and the fact that a coordination assignment is complex enough without additional assignment(s) such as coaching, class advising, or other similar extra curricular activities that require time and concentration.

Occupational experience of the teacher-coordinator is evaluated in terms of its relationship to the occupations and students to be taught. A series of part-time jobs in entry-level positions might satisfy the hour requirements but not provide the teacher with needed occupational competence to train students for adjustment and advancement in the field. Supervisory experience is particularly valuable as it allows one to demonstrate an ability, to supervise others, and to gain insight into positions beyond the entry level.

Usually students preparing for an occupational field should receive training positions. Thus it is important that the teacher-coordinator's occupational experience contain enough variety so the needed vocational capabilities for a variety of positions within the field and for clusters of competencies which are common among different occupations are easily identified. Variety may have been achieved through a person having been employed in several different types of positions or having held one position with a variety of tasks performed.

The rapid changes in occupations and in business and industrial practice make it necessary to evaluate occupational experience in terms of recency. There is a growing trend to request that vocational teachers periodically obtain additional occupational experience to keep abreast of change and to maintain instruction which is relevant to the occupations students will enter.

PERSONAL CHARACTERISTICS

The coordinator must be the kind of person who relates well with students, employers, parents, other faculty members, administrators, and interested people in the community in order to enlist their cooperation. The time and efforts of individuals who have the necessary qualifica-

tions are also in great demand by business, industry, and other institutions and government agencies. The teacher-coordinator is the key person in coordinating cooperative vocational education into a successful operation.

The successful cooperative vocational education teacher-coordinator usually possesses the physical stamina, emotional stability, and personal traits necessary to organize resources of the school and the employment community in preparing students for occupations. The following traits and habits of the teacher-coordinator are considered essential:

1. Pleasing, neat appearance
2. Warm, outgoing personality
3. Strong commitment to helping young people
4. Systematic and orderly habits in organizing work
5. Self-confidence and positive attitude in dealing with problems
6. Good judgment
7. Empathy with students, employers, and others
8. Self-motivation and an untiring worker
9. Requisite knowledge and skills to work with all parties concerned

STAFF DEVELOPMENT

In light of the dynamic nature of cooperative vocational education, it is highly essential that teacher-coordinators take every advantage of opportunities to update and upgrade their background.

Professional development of the staff may be attained: (1) through advanced courses and workshops conducted by teacher education institutions; (2) through Illinois Office of Education–Department of Adult, Vocational and Technical Education sponsored conferences, workshops, seminars, and individual consultations with staff members; (3) through local school sponsored workshops and staff meetings; (4) and by attending meetings sponsored by professional associations. Each of the four approaches should be utilized to fulfill needs for in-service training.

Professional associations play an important role in staff development activities. Affiliate organizations of the Illinois Vocational Association have special programs dealing with the various phases of cooperative education. The Illinois Cooperative Vocational Education Coordinators Association has a three day conference each year, publishes instructional materials, and serves in formulating standards for educational programs using the cooperative method of instruction.

COORDINATION TIME

Adequate time should be provided to coordinate the classroom instruction and the supervised training station learning experiences. The usual patterns and formulas for determining the adequacy of staff for general education programs in the school are not likely to apply to cooperative vocational education. The work loads and the staffing patterns for cooperative vocational education positions will vary among schools depending on the following factors.

1. Number and characteristics of students to be served
2. Number and diversity of occupations to be taught
3. Number and characteristics of participating firms
4. Size and location of the school district and the employment community
5. Supporting staff within the school (e.g. guidance personnel, related vocational subjects, teachers and special education staff)
6. Travel distance required
7. Goals of cooperative vocational education
8. Number of years cooperative vocational education has been in existence
9. Degree of acceptance by community, students, and school

The responsibilities of a cooperative vocational education teacher-coordinator cannot be equated with those of regular classroom teachers. The coordination of learning experiences at the training station and classroom instruction requires a minimum of one-half hour per student per week. If a teacher-coordinator has 40 students, the weekly work load might be similar to the following:

2 hours of related classes per day	10 hours per week
1 hour preparation per day	5 hours per week
4 hours per day for contacts with the training station, parents, community (one-half hour per student), and individual students in school	20 hours per week
Total	35 hours per week plus travel, meetings, and personal development activities

The daily schedule for the teacher-coordinator in a school with 50-minute periods would be as follows:

Period	Time	Activity	Number of Students
1	8:30- 9:20	Teach Section 1 of Related Class	20
2	9:25-10:15	Preparation	
3	10:20-11:10	Teach Section 2 of Related Class	20
4	11:15-11:45	Lunch	
5	11:50-12:40	Coordination time to include visits to Training Station, Parents, and Community Contact; individual student contact in school; etc.	40*
6	12:45- 1:35		40*
7	1:40- 2:30		40*
	2:35- 3:25		40*
		Total Student Contact Hours	200

*20 students each from section 1 and 2 of related class

In a small school setting or a teacher-coordinator with other teaching responsibilities, the daily schedule for the teacher-coordinator with 55-minute class periods would be as follows:

Period	Time	Activity	Number of Students
1	8:30- 9:25	Teach Section 1 of Related Class	20-25
2	9:30-10:25	Teach a pre-vocational class or another vocational class	20-25
3	10:30-11:25	Teach a pre-vocational class or another vocational class	20-25
4	11:30-12:25	Lunch	
5	12:30- 1:25	Preparation	
6	1:30- 2:25	Coordination time to include visits to Training Station, Parents, and Community Contact; individual student contact in school; etc.	20-25*
7	2:30- 3:25		20-25*
		Total Student Contact Hours	100-125

*20-25 students each period from Section 1 Related Class

The examples given do not take into account the variances in student needs or community characteristics which may require that the coordinator spend more time in individual student contacts, or training station contacts. A minimum of one-half hour per student per week for coordination is recommended with the assumption that each training station would be visited on the average of once every two weeks and the objective of the call could normally be achieved in one-half hour. However, some coordination calls may take 15 minutes; others may take several hours. When the employment community is geographically large, widely dispersed, or not in close proximity to the school more time is required to get to and from the training stations.

The determination of the vocational teacher-coordinator's schedule should be carefully considered in relation to the purposes of cooperative vocational education. In order to prepare individuals effectively for occupational adjustment and advancement, those who direct the learning must have adequate time to coordinate the learning experiences at training station with the related vocational instruction and time to make parental and community contacts.

FACILITIES AND EQUIPMENT

Some school administrators and teachers may be under the impression that in cooperative vocational education the employers supply all the necessary facilities and equipment and that financial outlay for this purpose should be virtually nil; this is far from the truth. Because of the close relationship between the school and the community, a poorly equipped and improperly located classroom may be more conspicuous in cooperative vocational education than in other educational plans. Also, students who come in contact with the latest machines and materials are more conscious of an outmoded school environment than other students.

When making decisions concerning facilities and equipment, program-planners should keep in mind the following conditions under which the cooperative vocational education method operates: (1) the purpose of the instruction is to help students bridge the gap between school and employment—hence an appropriate atmosphere is essential, (2) communication with employers and the community should be made as easy as possible, and (3) the individualizing of instruction requires counseling space and instructional materials space.

DETERMING THE LOCATION OF THE CLASSROOM AND COORDINATOR'S OFFICE

For several reasons, easy access to the coordinator's office and classroom for students, employers, and resource visitors is an important consideration in locating cooperative vocational education facilities. The most important reason is that there is considerable coming and going by these people and by the coordinator. Therefore, location near an entrance reduces inconveniences and minimizes the disturbance caused by this traffic. The coordinator's office should adjoin the classroom and should have a corridor entrance so it can be entered without disturbing classroom activities. It is usually desirable to have all the classrooms, laboratories, and offices for a cooperative vocational education discipline in the same general location.

EQUIPPING THE COORDINATOR'S OFFICE

There are many duties associated with the coordinator's job that are not common to most teaching positions; therefore, it is necessary for the teacher-coordinator to have adequate facilities and equipment to fulfill numerous administrative and counseling responsibilities. In addition to the usual reports and records, the coordinator has responsibility for participating in the selection of students, supervising the cooperative vocational experience, making periodic follow-up studies, and sponsoring a student organization. Sometimes the office is used for conferences with employers or parents, or both; and it is frequently used to discuss confidential matters with students and staff members.

The many uses of the coordinator's office call to mind the following considerations:

1. Adequate space to insure comfortable seating and good communication for three or four people—more if possible
2. Provisions for maintaining the privacy of confidential matters with visibility of the classroom
3. A telephone with connections for outside calls
4. Ample filing equipment
5. Appropriate desk space and a typewriter
6. Storage space for audio-visual equipment and book shelves as needed

FURNISHING THE CLASSROOM

The primary purpose of the cooperative vocational education classroom is instruction, but it usually serves a number of other purposes. For example, it may be used as a laboratory, a study center, a counseling materials resource center, a meeting place for vocational student organization groups and outside advisory groups, or an adult evening school classroom. If a separate facility is not provided, it may be used as a materials production room, a display workshop, and a storage room; careful consideration should be given to the flexibility of usage of equipment.

In addition to the primary purpose, there are a number of psychological values of good facilities. One of these is their advertising value among students and potential cooperative education supporters. Students are frequently attracted to an occupational education program because the environment where the instruction is given appeals to them. For example, many students, either consciously or unconsciously, are looking for a very practical education; they observe an attractive cooperative education facility, sense its purpose, and explore the possibilities in terms of their needs. Adult evening school students, PTA members, and school visitors may be attracted by the facility and pass the word along to prospective students.

Good facilities have a pronounced psychological effect on the cooperative students themselves. Most of them take pride in an attractive room and identify with it—to some it may be a home away from home. Students learn better in a meaningful environment; they may also learn better at the training stations because of the similarity in atmosphere and activities. These are but a few of the psychological values of good facilities which contribute to effective instruction.

A second, and perhaps stronger argument, deals with the application of learning. Most educators accept the proposition that the classroom is the center of learning for cooperative vocational education and that the learning experiences serve as an occupational experience laboratory. This may not be a completely accurate statement of what takes place in reality, but it is generally true. If we accept this concept, the school must provide up-to-date facilities and equipment to teach the principles adequately so they may be applied in the real environment. Employment is very seldom a place to experiment; the employer usually has too much at stake to permit this on a large scale. Another good reason for learning the skills at school whenever possible is the fact that there is seldom time for the novice to explore alternatives at the training station. Usually the student needs to think things through ahead of time, and in many cases practice them in a simulated situation, before trying them in real-life employment. Persistent failure has a way of dulling enthusiasm.

Classrooms for regular cooperative vocational education usually reflect the atmosphere of the occupational field(s) they represent; however, there are a number of features in common. Most of them have a sink and a mirror—the sink to save time and trouble in clean-up and the mirror to help emphasize personal appearance. They also have tables and chairs which are easily moved rather than chairs with arms for writing. (Trapezoid shaped table tops have met with great favor because of the many possible groupings and arrangements.) Facilities should be provided for storing each student's individual study materials; a necessary component for individualized instruction. In addition, all classrooms should provide for a simulated employment environment that is suitable for practice or drill and for important role-playing assignments.

INSTRUCTIONAL EQUIPMENT

Effective instruction in almost every school subject requires that students have access to supplemental instructional materials. In a cooperative vocational classroom a library of instructional materials is vital in keeping instructions attuned to employment and in aiding students in their progress toward their individual career goals. Because each student has individual needs, supplementary materials are needed that describe operations and products in various occupational areas. A classroom using the cooperative method should be equipped to handle the following:

1. Supplementary reference and occupational handbooks
2. Occupational guidance materials
3. Trade journals
4. Various information of products and services
5. Position operations information

Cooperative vocational education is usually intended to prepare students for promotion and advancement and to reach their greatest potential. Learning experiences at the training station cannot always provide the time or the use of materials and equipment to develop high level skills. The purpose of cooperative vocational education should be considered in planning appropriate facilities. If the school is training highly skilled technicians or training for occupations which require considerable practice outside the employment environment, a more extensive facility is required. The beginning occupational experience combined with the related instruction in a well-equipped school facility should prepare students for occupations beyond the entry level.

EVALUATION

The Educational Amendments of 1976 requires that state plans contain provisions for periodic and continuous evaluations of local programs, services, and activities. Evaluations should be of sufficient extent and frequency to enable state boards to carry out their functions and fulfill the purposes of the Amendments. Local educational agencies must conduct their own periodic evaluations of the effectiveness of their programs as a part of the Three Phase Evaluation System of the Illinois Office of Education—Department of Adult, Vocational and Technical Education. This Department offers consultive services to local school districts establishing evaluative criteria for local vocational programs using the cooperative method. Appropriate well-stated measurable objectives and carefully thought out written policies and procedures facilitate the process of evaluation. A local educational institution or agency needs to evaluate in order to adjust programs, services, and activities so they will fulfill local purposes of cooperative vocational education.

Professional organizations, such as the American Vocational Association; accrediting associations, such as the National Study for School Evaluation; and state research coordination units have evaluative criteria that may be useful in formulating criteria for evaluating vocational programs using the cooperative method. When a vocational program using the cooperative method is being evaluated, those whose performance is being appraised should be involved in determining the criteria to be used in the evaluation. If they have a part in these activities, staff members are more likely to accept the evaluation and to strive for program improvement.

Cooperative vocational education is ultimately evaluated in terms of its effect on such factors as employment of graduates, student retention, drop-out rates, ratios of trained employees to available positions, and task performance of those who received the training as compared to those who did not. It is necessary to describe and measure vocational education characteristics, as well as

student outcomes, in order to determine what combination of these factors achieve the desired objectives.

The following types of information should be considered in evaluating cooperative vocation education outcomes:

1. Number of students served by cooperative vocational education and the percentage of those not enrolled who could benefit if enrolled.
2. Number and distribution of occupations for which cooperative vocational education is available.
3. Follow-up data after graduation at one, three and five-year intervals
   a. retention in occupational field for which trained (Ability to be employed because of occupational training.)
   b. employment in related jobs
   c. additional education and training taken or needed
   d. unemployment history
   e. income, advancements, job duties
   f. number and nature of positions held since graduation
   g. where do former cooperative students now live
4. Impact of cooperative vocational education on drop-out and youth unemployment rates
5. Comparisons of labor market needs and number being trained in specific occupational fields
6. Evaluations by employers of the task performance of graduates as compared to other groups
7. Objective data derived from experimental or quasi-experimental research. (e.g., do specific practices achieve certain outcomes?)

EVALUATIONG PROGRAM CHARACTERISTICS

The following kinds of information are considered in evaluating characteristics based on the experiences of many practitioners who have followed such practices and who were successful in operating vocational programs using the cooperative method.

1. ORGANIZATION. Methods of determining need for program, use of advisory committees, provisions for coordination and related instruction, student admission practices, schedule and school credit arrangements, cooperation with other agencies and institutions
2. NATURE OF OFFERINGS. Basis for course determinations, relevance to occupational competency, adequacy for student needs, correlation with other subjects
3. PHYSICAL FACILITIES. Space and structure, amount and variety of equipment, similarity to employment environment and current practice in employment world, adaptability to needs of cooperative vocational education
4. INSTRUCTIONAL STAFF. Occupational experience, general educational background, technical and professional preparation, competencies, professional development, and affiliations with organizations
5. INSTRUCTIONAL ACTIVITIES. Evidence of planning; relevance to students needs, abilities, and to occupational application; balance of practical and theoretical instruction; attention to attitude development
6. INSTRUCTIONAL MATERIALS. Currency, relevancy, variety, and accessibility; adequacy of reference and individual study materials
7. METHODS OF EVALUATION. Basis for evaluating students' performance, use of employment performance criteria, use of follow-up studies, participation of employers and students in evaluation process.

The general characteristics listed are those which are felt to be important in evaluating all vocational programs using the cooperative method. Further steps must be taken in which the characteristics are described more specifically for certain types of programs and a set of standards agreed upon by those who conduct the evaluation.

The four most commonly used and effective locally directed evaluation activities are the student follow-up survey (see Appendix BB), employer follow-up survey, checklist, and team reviews.

DAVTE LOCALLY DIRECTED EVALUATION ACTIVITIES AND THEIR RELATIONSHIP TO THE THREE-PHASE SYSTEM

In fiscal year 1970, the Illinois State Plan for Adult, Vocational and Technical Education reflected major changes in local planning and evaluation of vocational programs using the cooperative method. This Plan encouraged the improvement and expansion of cooperative vocational education through a systematic evaluation effort coordinated by the Program Approval and Evaluation Section staff of the Illinois Office of Education—Department of Adult, Vocational and Technical Education. The system was titled the Three-Phase System for Statewide Evaluation of Occupational Education Programs. Phase One involves local evaluation and planning of programs suited to community and state needs—culminating in the preparation of a One and Five Year Plan for Occupational Education; Phase Two includes an annual review of the local One and Five Year Plan by state staff personnel; and Phase Three involves periodic on-site visitations by teams of peers, commmunity representatives, and former students. On-site evaluation teams utilized during Phase Three of the System have found the lack of local district self-evaluation efforts to be the major deficiency affecting most local vocational programs using the cooperative method.

Locally directed evaluation (LDE) activities have been designed by the Illinois Office of Education—Department of Adult, Vocational and Technical Education to assist local personnel in developing their own evaluation system. The concept recognizes the complimentary nature of

evaluation and planning. The locally direct evaluation planning structure centers on five questions:

1. Where are you? (What are your resources,etc.?)
2. Where are you going? (What are your objectives?)
3. How will you get there? (What methods are you going to use to achieve your objectives?)
4. How are you doing in getting there? (Are you on course to the achievement of your objectives?) and
5. Have you made it? (Have you achieved your objectives?)

The structure provided by the questions represents a total planning/evaluation scheme and provides input when planning new vocational programs using the cooperative method and when revising and improving existing ones (Phase One of the Three-Phase System).

Locally directed evaluation activities are available to aid local school personnel in planning, implementing, and utilizing the results of evaluations. They may be obtained from the Educational Service Region Offices (ESR) in Illinois or the Illinois Office of Education. Each activity comprises two basic parts: a Local Leader's Guide and a Slide/Tape presentation. The Local Leader's Guide (the local leader may be a teacher, counselor, administrator, etc.) is designated to provide the leader with suggested procedures and supplementary documents to aid in conducting the activity. Local Leader's Guides, which range from 20 to 40 pages in length, begin with several pages of specific procedures to be followed or adapted. These guides contain a set of related example documents such as forms, communiques, and other material that will facilitate conduct of the activities. The last segment of the Local Leader's Guide contains a printed copy of the Slide/Tape presentation which accompanies the activity. This is included as a reference for the local leader.

A Slide/Tape presentation, which accompanies each Local Leader's Guide, is designated to provide the local leader with assistance in orienting staff to the activity and its components. All Slide/Tape presentations follow a similar format–beginning with a rationale for conducting the activity, followed by a summary of what must be done with suggestions for accomplishment. Each Slide/Tape closes with suggestions for utilizing the results in planning and making improvements in vocational programs using the cooperative method.

A total of sixteen evaluation activities have been developed for use by local district personnel. These activities, which include a Local Leader's Guide and a Slide/Tape Presentation, are listed below.

1. Introduction to Locally-Directed Evaluation
2. Student Follow-up Survey
3. Employer Follow-up Survey
4. Student Evaluation of Instruction
5. Assessment of Student Services
6. Assessing Student Career Interest
7. Assessment of Instructional Materials
8. Facilities and Equipment Evaluation
9. Internal/External Team Review
10. Evaluating the Career Information Program
11. Personnel Evaluation and Development
12. Identification of Competencies
13. Assessment of Disadvantaged and Handicapped Services
14. Assessment of Student Attainment of Objectives
15. Cost/Benefit Analysis
16. Analysis of Community Resources

LOCAL EVALUATION TECHNIQUES

To evaluate various vocational programs using the cooperative method, schools using the employer evaluation form (Appendix CC) and the student evaluation form (Appendix DD) find them to be very effective. To conduct a self-evaluation, teacher-coordinators find the self-study instrument (Appendix EE) useful. These instruments may be used as a basis for helping to evaluate cooperative education components of vocational education programs on the local level.

GLOSSARY

GLOSSARY OF KEY TERMS AND CONCEPTS

ADVISORY COMMITTEE
A group of local people, who are specialists, selected from a specific trade or occupation, appointed to advise the school on matters pertaining to teaching the particular occupation. Generally, the committee should include an equal number of representatives of labor and management.

ADVISORY COUNCIL
A group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocation program content and effectiveness.

CAREER DEVELOPMENT
A lifelong process involving a series of experiences, decisions, and interactions, which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

CAREER EDUCATION
The total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

COOPERATIVE METHOD
Organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that gives students an opportunity to experience theory in practice while developing competencies through supervised training at a training station related to their career objective.

COOPERATIVE VOCATIONAL EDUCATION
An instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and vocationally oriented in-school instruction.

COORDINATION
The process of integrating into a harmonious relationship the administrative, organizational and instructional activities of the vocational program and directing them toward a common purpose. Coordination involves a range of activities. In addition to the prime activity of coordinating instruction in the school and at the training station, coordination may also include, but is not limited to, student recruitment and orientation, survey of employers, organization and work with advisory committees, parent consultation, evaluation (follow up), report writing, and sponsorship of youth organization activities.

COORDINATOR (COOPERATIVE VOCATIONAL EDUCATION)
A member of the school staff responsible for administering cooperative vocational education and resolving problems that arise between the school regulations and the training station activities of the employed student. The coordinator acts as liaison between the school and employers in programs utilizing the cooperative method. (See Teacher-Coordinator and Coordination)

COUNSELOR, GUIDANCE
An experienced and trained person who helps another individual in self-understanding and realizing the opportunities available to them in particular. A counselor should also be able to help another individual make adjustments, decisions, and choices in the light of that persons unique characteristics, and to initiate a course of training in harmony with career selection. Such planned experiences are brought about through group and/or individual conferences making full use of available resources.

DIRECTOR OF VOCATIONAL EDUCATION (LOCAL)
The educational administrator charged by the local board of education with the responsibility for developing, planning, and implementing vocational education in a local school system.

EMPLOYER
One who provides the training facility for a student who is legally employed part-time and from whom student receives compensation.

EVALUATION REPORT
A formalized instrument to measure progress and achievement in relation to training plan components and other factors that indicate a point-in-time assessment of student competencies, attitudes and maturity. It is recognized as one means for evaluating performance at the training station.

EXTENDED CAMPUS
The extended campus concept is a provision in which the school may use community facilities such as the local community college for an extension of a specific educational program. The instructor and students move from the local school to the extended campus facilities for the instruction. Actual instruction may be given by qualified personnel at the facility under the direct supervision of the instructor and high school credit may be given depending upon the situation.

FOLLOW-UP REPORT
Usually a composite short-term or long-term report of former students indicating their present employment status or other present commitments (education, military, homemaking). More sophisticated follow-up studies seek to assess the effectiveness of the cooperative training experience to the student's present situation. Individual follow-up information is usually maintained in a student's record file.

INTERNSHIP (COMMUNITY COLLEGE)
Internship is an instructional program which provides for the on-the-job practice of competencies already learned in an in-school situation.

OCCUPATIONAL OBJECTIVE
An occupational goal, selected by the student, the attainment of which is the purpose for his/her vocational instruction. (See Career Objective)

ON-THE-JOB TRAINING
Instruction in the performance of a sequentially planned task given a student-learner by the employer during the usual working hours of the occupation. Wages must be paid and comply with Federal and State Minimum Wage Laws. In addition, learning experiences at the training station comprises both the application of the theory of and the technical skill aspects of the learning situation, and/or the proper character, attitude and personality development of the student learner as general goals of the training situation at the training station.

PLACEMENT COORDINATOR
A person who provides local leadership to plan and initiate placement services.

PLACEMENT SERVICES OR PLACEMENT ACTIVITIES
A series of coordinated activities for students planning further education or seeking part-time or full-time employment either for additional education, for on-the-job training or for learning a living.

PREPARATORY INSTRUCTION
Instruction preparing students for full or part-time employment. Also serves to prepare student to enter and advance in an occupation. Also serves to equip workers with new or different skills demanded by technological changes.

RELATED VOCATIONAL INSTRUCTION
In-school courses specifically designed to improve personal and social skills, provide needed basic education (remedial), and/or develop relevant occupational skills and knowledges. The course should be regularly scheduled, should complement the learning experiences at the training station, and should be planned and developed to meet the specific needs of the individual student. The content of this course should consist of the theory of the occupational skill, the specific related information, and the general related instruction necessary to achieve personal success in the world of work.

SPECIAL COOPERATIVE EDUCATION (VOCATIONAL EDUCATION ACT)
Programs shall emphasize learning experiences at the training station based on individual needs. Programs that project new concepts for those students whose needs cannot be served by regular cooperative programs receive priority attention. Program examples are as follows: Early School Leaver (ESL), Work Experience and Career Exploration (WECEP), Handicapped, and Secondary Work Experience Programs (SWEP).

STATE ADVISORY COUNCILS

Members shall be appointed for three-year terms by the Governor or elected State board. Majority of members shall not be educators or administrators in the field of education. Membership is to include one or more persons representing management; labor; agriculture; industrial and economic development agencies; community and junior colleges; other postsecondary institutions; special knowledge of vocational education, but not involved in administration; vocational programs in comprehensive secondary schools; nonprofit private schools; vocational guidance and counseling; State correctional institutions; local level vocational teacher; local level superintendent or administrator; local school board member; State Manpower Services Council; disadvantaged; women with experience in employment and training programs, with knowledge of sex discrimination in job training and employment and sex stereotyping in vocational education, including minority women with knowledge of racial discrimination; handicapped; general public; vocational students. The Council shall advise the State Board on development of five-year plan and annual program plan and accountability report, and advise on policy matters arising out of the administration of programs. The Council shall evaluate programs, services, and activities, and publish and distribute. The Council shall submit to the Commissioner and National Advisory Council, through the State Board, an annual evaluation report, accompanied by such comments of the State Board as the board deems appropriate.

STATE PLAN

The document submitted by the state board for vocational education to the U.S. Office of Education describing the state's vocational education program. Includes policies followed by the state in maintaining, extending, and implementing existing programs and establishing new programs to meet the intent of the Vocational Education Acts. Prerequisite for receiving federal funds under the Acts.

STEERING COMMITTEE

This committee is usually temporary in nature and is designed to give an advisory "yes" or "no" reply to the question, "Shall we start a program in Cooperative Education in our school system?" This reply is sought after proper and adequate orientation to the goals and objectives of the program.

STUDENT LEARNER (STUDENT WORKER)

A student enrolled in cooperative vocational education and legally employed part-time and so classified by the Wage and Hour and Public Contracts Divisions of the U.S. Department of Labor for wage and hour regulation purposes.

SURVEY, COMMUNITY

A fact-finding study of socio-economic conditions and resources, community agencies, industries, business, farming, institutional practices, problems and practices of families, etc., as they exist at a given time in a given community. It is generally used by the school as a guide in revising school offerings to meet local needs.

SURVEY, OCCUPATIONAL

A form of occupational census, taken by personnel trained to determine the number of qualified employees in a designated occupation in a specified geographic or economic area; and to evaluate the need for increasing or limiting the numbers available for employment in the occupations surveyed.

TEACHER-COORDINATOR (COOPERATIVE VOCATIONAL EDUCATION)

A member of the local school staff who teachers technical and related subject matter to students preparing for employment and coordinates classroom instruction (related classroom) with learning activities at the training station. The coordinator is also responsible for the evaluation procedures of the program. (See Coordinator)

TRAINING AGREEMENT

A statement of fundamental agreements regarding the participation of student in a work environment. Initiated by the school, the agreement reflects a voluntary and cooperative commitment on the part of the teacher-coordinator, employer and student. Other appropriate parties to the agreement could be parents, advisory committee chairperson, union representative, school administrator.

TRAINING PLAN

A format for delineating, for each student, the learning experiences and tasks to be undertaken at the training station, often paralleled with classroom units of instruction. The training plan, cooperatively determined, usually becomes a part of the training agreement.

TRAINING SPONSOR

The individual to whom the student learner looks for instruction and training at the training station. The on-the-job training sponsor may be the owner or manager or a responsible individual appointed by management.

TRAINING STATION
The establishment providing learning experience for the student learner. (See employer.)

VOCATIONAL COUNSELING
Assistance to individuals in making vocational choices and clarifying vocational goals. It often involves testing and interpretation of aptitudes, interests, personality facts, and admission policies and requirements of schools for further training.

VOCATIONAL EDUCATION
Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

VOCATIONAL STUDENT ORGANIZATIONS
Organizations for students enrolled in vocational education programs, with national, state and local units, the activities of which are an integral part of the instructional program.

WORK STUDY (VOCATIONAL EDUCATION ACT)
A program designed to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis. The program does not involve any formal organized instruction, and is not to be confused with cooperative vocational education. Students are to be employed in non-profit institutions.

APPENDICES

These forms are examples of those used in various schools in the state of Illinois. Their inclusion in this publication does not indicate that these are required formats.

APPENDIX A
(4 pages)

U.S. OFFICE OF EDUCATION INSTRUCTIONAL CODES AND TITLES CLASSIFIED BY THE FIVE STATE OF ILLINOIS OCCUPATIONAL CLUSTERS

Office of Education Code Number	Occupational Program Titles
APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS	
01.0100	Agricultural Production
01.0101	Animal Science
01.0102	Plant Science
01.0200	Agricultural Supply and Service
01.0201	Agricultural Chemicals
01.0300	Agriculture Mechanics
01.0400	Agricultural Products
01.0500	Ornamental Horticulture
01.0501	Arboriculture
01.0502	Floriculture
01.0503	Greenhouse Operations and Management
01.0504	Landscaping
01.0505	Nursery Operation and Management
01.0506	Turf Management
01.0600	Agricultural Resources
01.0603	Soil Conservationist
01.0605	Water Conservationist
01.0700	Forestry
01.0703	Logging
01.9902	Agricultural Cooperative Education
BUSINESS MARKETING AND MANAGEMENT OCCUPATIONS	
A. MARKETING AND DISTRIBUTION	
04.0100	Advertising Services
04.0200	Apparel and Accessories (Sales)
04.0300	Automotive Sales
04.0400	Finance and Credit (Banking)
04.0500	Floristry (Sales)
04.0600	Food Distribution (Sales)
04.0700	Food Services (Sales)
04.0800	General Merchandise (Sales)
04.0900	Hardware, Building Materials (Sales)
04.1000	Home Furnishings (Sales)
04.1100	Hotel and Lodging Services
04.1200	Industrial Marketing (Sales)
04.1300	Insurance (Sales)
04.1400	International Trade (Sales)
04.1500	Personal Services (Sales)
04.1600	Petroleum (Sales)
04.1700	Real Estate (Sales)
04.1800	Recreation and Tourism Services
04.1900	Transportation (Sales)
04.2000	Retail Trade
04.3100	Wholesale Trade
04.9901	Small Business Management
04.9902	Marketing Cooperative (D.E.)
B. OFFICE OCCUPATIONS	
14.0102	Bookkeeping and Accounting Aide
14.0103	Cashiers
14.0104	Machine Operation
14.0105	Bank Tellers
14.0200	Business Data Processing Systems
14.0201	Computer and Console Operations

Office of Education Code Number	Occupational Program Titles
B. OFFICE OCCUPATIONS (continued)	
14.0202	Keypunch, Coding and Peripheral Equipment Operations
14.0203	Computer Programming
14.0204	Systems Analysis
14.0301	Duplicating Machine Operations
14.0302	File Clerking
14.0303	General Office Clerking
14.0401	Communication Systems Clerking
14.0402	Correspondence Clerking
14.0403	Mail and Postal Clerking
14.0404	Mail-Preparing and Mail-Handling Operations
14.0405	Messengers and Office Services
14.0406	Receptionist and Information Clerking
14.0501	Planning and Production Clerking
14.0502	Quality Control Clerking
14.0503	Shipping and Receiving Clerk
14.0504	Stock and Inventory Clerking
14.0505	Traffic, Rate and Transportation Clerking
14.0601	Educational and Training Assisting
14.0602	Interviewers and Test Technology
14.0603	Personnel Assisting
14.0701	Executive Secretary Science
14.0702	Secretarial
14.0703	Stenography
14.0801	Administrative Assisting
14.0802	Budget Management Analysis
14.0803	Clerical Office Supervision
14.0804	Data-Method and System-Procedure Analysis
14.0805	Office Managers and Chief Clerking
14.0901	Clerk-Typist
14.0902	Typists
14.9902	Office Occupations Coop (O.O.)
HEALTH OCCUPATIONS	
07.0101	Dental Assisting
07.0102	Dental Hygiene
07.0103	Dental Laboratory Technology
07.0201	Cytology
07.0202	Histology
07.0203	Medical Laboratory Assisting
07.0204	Hematology
07.0301	Nursing (Associate Degree)
07.0302	Practical Nursing
07.0303	Nurse Aide
07.0304	Psychiatric Aide
07.0305	Surgical Technician (Operation Room Technology)
07.0306	Obstetrical Technician
07.0307	Home Health Aide
07.0308	School Health Aide
07.0400	Rehabilitation Aide
07.0401	Occupational Therapy Aide
07.0402	Physical Therapy Aide
07.0403	Prosthetics
07.0404	Orthotics
07.0500	Radiologic Aide
07.0501	Radiologic Technology (X-Ray)
07.0502	Radiation Therapy Assisting
07.0503	Nuclear Medical Technology
07.0601	Ophthalmic Dispensing
07.0602	Orthoptics
07.0603	Optometrist Assisting
07.0701	Environmental Health Assisting
07.0702	Radiological Health Technology
07.0703	Sanitarian Assisting
07.0809	Mental Health Technology

Office of Education Code Number	Occupational Program Titles
HEALTH OCCUPATIONS (continued)	
07.0801	Mental Health Assisting
07.0802	Mental Retardation Aide
07.0900	Health Care Aide
07.0901	Electroencephalograph Technology
07.0902	Electrocardiograph Technology
07.0903	Inhalation Therapy
07.0904	Medical Assisting
07.0905	Central Supply Technology
07.0906	Health Aide
07.0907	Medical Emergency Technology
07.0908	Food Service Health Supervision
07.0909	Mortuary Science
07.0910	Pharmacy Aide
07.0911	Recreational Therapy Aide
07.0912	Geriatric Aide
07.0913	Medical Records
07.0914	Hospital Ward Clerk
07.9902	Health Occupations Coop
HOME ECONOMICS OCCUPATIONS	
09.0200	Home Economist Assisting
09.0201	Child Care
09.0202	Clothing Management, Production and Services
09.0203	Food Management, Production and Services
09.0204	Home Furnishing, Equipment and Services
09.0205	Institution and Home Management Services
09.9902	Home Economics Cooperative (H.E.R.O.)
INDUSTRIAL ORIENTED OCCUPATIONS	
16.0101	Aeronautical Technology
16.0103	Architectural Technology
16.0104	Automotive Technology
16.0105	Chemical Technology
16.0106	Civil Technology
16.0107	Electrical Technology
16.0108	Electronic Technology
16.0109	Electromechanical Technology
16.0110	Environmental Control Technology
16.0111	Industrial Technology
16.0112	Instrumental Technology
16.0113	Mechanical Technology
16.0114	Metallurgical Technology
16.0115	Nuclear Technology
16.0116	Petroleum Technology
16.0117	Scientific Data Processing
16.0400	Office Related Technology
16.0500	Coal Mining Technology
16.0601	Commercial Pilot Training
16.0602	Fire and Five Safety Technology
16.0603	Forestry Technology
16.0604	Oceanographic Technology
16.0605	Police Science Technology
16.0699	Fluid Power Technician
16.9900	Occupational Health and Safety Technician
16.9901	Air Pollution Technology
16.9902	Water and Waste Water Technology
16.9903	Quality Control Technology
16.9904	Numerical Control Technology
16.9905	Optics Technology
16.9906	Plastics Technology
16.9907	Radio and Television Engineering Assisting
17.0100	Air Conditioning
17.0102	Heating

Office of Education Code Number	Occupational Program Titles
INDUSTRIAL ORIENTED OCCUPATIONS (continued)	
17.0103	Ventilating (Filtering and Humidifying)
17.0200	Appliance Repair
17.0201	Electrical Appliances Repair
17.0202	Gas Appliances Repair
17.0300	Automotive Services
17.0301	Body and Fender Repair
17.0302	Auto Mechanics
17.0401	Aircraft Maintenance
17.0402	Aircraft Operations
17.0403	Ground Operations
17.0600	Business Machine Maintenance
17.0700	Commercial Art
17.0701	Interior Decorating
17.0702	Window Display
17.0703	Product Designer
17.0801	Seamanship
17.0802	Ship and Boat Operation and Maintenance
17.0900	Commercial Photography
17.1000	Construction and Building Trades
17.1001	Carpentry
17.1002	Construction Electricity
17.1003	Heavy Equipment Operation and Maintenance
17.1004	Masonry
17.1005	Painting and Decorating
17.1007	Plumbing and Pipefitting
17.1008	Dry Wall Installation
17.1099	Industrial Maintenance
17.1100	Custodial Services
17.1200	Diesel Mechanic
17.1300	Drafting
17.1401	Industrial Electrician
17.1402	Lineman
17.1403	Motor Repairman
17.1501	Communications Electronics
17.1502	Industrial Electronics
17.1503	Radio/Television Repair
17.1601	Dry Cleaning
17.1602	Laundering
17.1700	Foremanship, Supervision and Management
17.1900	Graphic Arts
17.1901	Composition, Make-up and Typesetting
17.1902	Printing Press Operation
17.1903	Lithography, Photography and Platemaking
17.1904	Photoengraving
17.1905	Silk Screen Making and Printing
17.1906	Bookbinding
17.2000	Industrial Atomic Energy
17.2001	Installation, Operation and Maintenance Reactors
17.2002	Radiography
17.2003	Industiral Use of Radioisotopes
17.2101	Instruments Repair (other than Watch)
17.2102	Watchmaking and Repair
17.2200	Maritime Maintenance and Services
17.2301	Foundry
17.2302	Machine Shop
17.2303	Machine Tool Operations (semi-skill)
17.2304	Combined Metal Trades
17.2305	Sheet Metal
17.2306	Welding
17.2307	Tool and Die Making
17.2308	Die Sinking
17.2309	Metal Patternmaking
17.2400	Metallurgy
17.2601	Barbering
17.2602	Cosmetology
17.2700	Plastics Manufacturing

APPENDIX B

STUDENT QUESTIONNAIRE
CAREER DEVELOPMENT POTENTIAL

STUDENT INFORMATION

Name _____ Session _____
(Last) (First) (Initial)

JOB INFORMATION

Are you NOW working on a regular Part-Time job? Yes ☐ No ☐

If you answered YES – Name of firm _____
What do you do? _____
How long have you worked on this job? _____ (Mo.)

If you answered NO – Have you ever worked on a regular Part-Time job? Yes ☐ No ☐

OCCUPATIONAL AND EDUCATION INTEREST

What is your occupational goal or what career do you plan to pursue?

_____

Are you interested in preparing for an occupation through Cooperative Part-Time Education? Yes ☐ No ☐

If you answered YES, in which of the areas would you like to work? (Check one)
A list of typical jobs in each area is attached.*

- ☐ Applied Biological and Agricultural Occupations
- ☐ Business, Marketing and Management Occupations
- ☐ Health Occupations
- ☐ Industrial Oriented Occupations
- ☐ Personal and Public Service Occupations

Please list below the courses which you have taken or are enrolled at the present time which would be helpful to you in this type of work..

_____ _____
_____ _____
_____ _____

*List job titles from State of Illinois Occupational Clusters to help students in completing form. (See Appendix A)

APPENDIX C
(3 pages)

STUDENT CAREER INFORMATION SURVEY

Student Occupational Education Survey*

1. Name of High School: _____

2. Sex: 1) ☐ Male 2) ☐ Female

3. Year in School: 1) ☐ Sophomore 2) ☐ Junior 3) ☐ Senior

4. How would you describe your present health? ☐ Excellent ☐ Good ☐ Average ☐ Poor

5. Do you have any physical disabilities? Yes ☐ No ☐
If yes, please describe. (It is essential to know whether you are wheel chair ridden, hard of hearing, partially blind, etc., so that we can develop optimum programs and facilities to serve you.)

_____

_____

_____

6. Father's Occupation:

What does he do? _____

Where is he employed? _____
(Name of Employer) (Address: City and County)

7. Mother's Occupation:

What does she do? _____

Where is she employed? _____
(Name of Employer) (Address: City and County)

8. Parents' educational background: Check *ONE* of the following for each parent.

Mother	Father		
☐	☐	(1)	Not a high school graduate
☐	☐	(2)	Graduated from high school
☐	☐	(3)	Business school or trade school
☐	☐	(4)	Some college
☐	☐	(5)	Graduated from college
☐	☐	(6)	Do not know how much education

9. Number of children in the family at home _____

10. Which high school course, program, or curriculum best describes the one in which you are enrolled?

☐ 1. Commercial or business
☐ 2. College preparatory
☐ 3. Shop or industrial arts
☐ 4. Agriculture
☐ 5. General
☐ 6. Home Economics
☐ 7. Vocational
☐ 8. Fine Arts
☐ 9. Others: (specify)

*Adapted from surveys by Illinois Valley Community College, Black Hawk College, Rend Lake College, Morton College, Illinois Eastern Junior College, Parkland College, William Rainey Harper College, and others.

11. To the best of your knowledge, what is your average grade in all of your high school courses?

- ☐ 1. A
- ☐ 2. B
- ☐ 3. C
- ☐ 4. D
- ☐ 5. Failing

12. What do you plan to do on a full-time basis during the first year after you complete high school? (check all that apply)

- ☐ 1. Work full-time
- ☐ 2. Get married
- ☐ 3. Enter military service
- ☐ 4. Work at home for parents
- ☐ 5. Attend college or university
- ☐ 6. Enroll in some type of educational training such as, business college trade school, technical school, or a nurses training school (school name _____)
- ☐ 7. Attend college full-time and work part-time
- ☐ 8. Work full-time and attend college part-time
- ☐ 9. Other (specify) _____

13. How do you think your parents feel about whether you attend college after high school graduation?

- ☐ 1. Insist or expect me to go
- ☐ 2. Want me to go if I want to
- ☐ 3. They do not care one way or the other
- ☐ 4. Do not want me to go or will not allow me to go

14. If your future plans "do not" or "probably do not" include going to college, indicate the reasons.

- ☐ 1. Tired of studying
- ☐ 2. Want to get a job
- ☐ 3. Costs too much money
- ☐ 4. What I want to learn is not at college
- ☐ 5. Feel that I do not have the ability
- ☐ 6. Other (specify) _____

15. If your plans "probably" or "definitely" include attending college, which college will you most likely attend immediately after high school?

- ☐ 1. Local community college (college name _____)
- ☐ 2. Illinois State University
- ☐ 3. Northern Illinois University
- ☐ 4. University of Illinois
- ☐ 5. Bradley University
- ☐ 6. Western Illinois University
- ☐ 7. Southern Illinois University
- ☐ 8. Other (specify) _____
- ☐ 9. Check here if you are undecided

16. If you plan to go to college, what are the most important reasons why you chose the school you did in question 15?

- ☐ 1. Cost
- ☐ 2. Offers what I want, which is (specify) _____
- ☐ 3. Instruction is good
- ☐ 4. Adequate and uncrowded conditions
- ☐ 5. Other (specify) _____

17. What do you want to do for your life's work—vocation or occupation?

Please name: first choice _____

second choice _____

18. Who do you believe has influenced greatly your occupational choice the most?

- ☐ Mother
- ☐ Father
- ☐ Grandparents
- ☐ Older brothers and sisters
- ☐ Teachers
- ☐ Counselors
- ☐ Fellow students
- ☐ Others (what do they do?) _____

19. Which do you think is most important in a job? (check *ONE* only)

- ☐ 1. Security
- ☐ 2. High pay
- ☐ 3. Nice working conditions
- ☐ 4. Prestige
- ☐ 5. Chance for advancement
- ☐ 6. Being able to find a job
- ☐ 7. Liking your work
- ☐ 8. Other: (list)_____

20. Do you (or have you) participated in any type of work experience during the summer or after school hours?

☐Yes ☐No If yes, answer the following:

1. Check the type of work experience you have had or have now.
   - ☐ Regularly after school
   - ☐ Full-time during the summer
   - ☐ Occasionally
2. How many hours a week? During school year _____ summer _____
3. Approximately how much do you earn a week (before deductions)? During school year _____ summer_____
4. What work do you do?
   During school year _____
   Summer _____

21. To attend a school or an occupational program of your interests:

1. Could you commute up to 25-40 miles?

☐Yes ☐No ☐Don't know

2. Would you work part-time and summers to earn your tuition and expenses for education after high school?

☐Yes ☐No ☐Don't know

22. After you finish high school, do you

- ☐ 1. Prefer to remain in the (insert local town name) area if you can find a job?
- ☐ 2. Want to move to (insert name of a city, Chicago, etc.) area?
- ☐ 3. Don't know—it depends on (give reason) _____

23. The men and women of this nation are employed in thousands of different occupations. It will never be possible for (insert name of school) to offer programs in all of these different occupations. It is, however, possible for several new career programs to be offered. The following list contains many types of jobs.* You can help in the planning of future programs by identifying the types of jobs in which you would be interested for your career. Place a 1 by your first choice; 2 by your second choice; and 3 by your third choice. If the job you would choose is not listed, write in the job by number 237, 238, or 239.

*List job titles from State of Illinois Occupational Clusters to help students in completing form. (See Appendix A) Numbers from 1 through 236.

APPENDIX D

COMMUNITY OCCUPATIONAL SURVEY

NAME OF FIRM _____ NAME OF RESPONDENT _____

NUMBER OF EMPLOYEES _____

PART I

In the spaces below list the job titles and the other information requested about your employees. Please keep in mind we are only interested in those positions that do not require college training. When listing different categories, do not be too specific. For instance, rather than list a turret lathe operator, you should list machinist. We are looking for such classifications as auto mechanic, bookkeeper, clerk-typist, nurse's aide, food service worker, sales clerk, nurseryworker, welder, machine operator, tractor mechanic, etc.

TYPE OF JOB	ESTIMATED AVERAGE NO. ON PAYROLL PER MONTH THIS YEAR	PREDICTION OF YOUR EMPLOYMENT NEEDS FOR THE NEXT FIVE YEARS (19____ to 19 ____) Increases (check one)			Decreases (check one)		LOCAL SUPPLY OF QUALIFIED EMPLOYEES (check one)		
		Great Incr. Ov. 20%	Small Incr. 5-20%	Same Under 5%	Great Decr. Ov. 20%	Small Decr. 5-20%	Scarce	Adequate	Surplus
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)

PART II

In your analysis of the employment outlook, as it appears today and as you predict for the future, what types of vocational training should take place in our high schools? Please consider your specific field, as well as allied occupations and those of which you have some knowledge. Several occupational fields have been listed for your convenience; however, please add any others you feel should be included. Please check those that you feel are appropriate.

1. Drafting _____
2. Building Trades _____
3. Auto Mechanic _____
4. Ag-Mechanic _____
5. Machinist _____
6. Auto Body _____
7. Appliance Repair _____
8. Sheet Metal Worker _____
9. Welding _____
10. Electrician _____
11. Electronics Tech. _____
12. Plumbing _____
13. Ref. & Air Cond. _____
14. Graphic Arts _____
15. Printing Trades _____
16. Licensed Pract. Nurse _____
17. Nurse's Aide _____
18. Conservation Tech. _____
19. Ag-Business _____
20. Horticulture _____
21. Bookkeeping _____
22. Secretarial _____
23. Office Machine Opr. _____
24. Key Punch _____
25. Business Math. _____
26. General Sales _____
27. Marketing _____
28. Beautician _____
29. Barbering _____
30. Seamstress _____
31. Tailoring _____
32. Shoe Repair _____
33. Custodial _____
34. Waitress/Waiter _____
35. Child Care Aide _____
36. Serv. Sta. Opr. _____

Recreation and Tourism

1. Food Services _____
2. Housekeeping _____
3. Groundskeeper _____
4. Sales & Promotion _____

If an improved adult education program was instituted, what areas should be planned that might interest your firm or employees?

Would a representative from your firm be interested in acting in an advisory capacity to help upgrade or develop vocational programs? Yes ☐ No ☐

COMMENTS OR SUGGESTIONS

APPENDIX E
(2 pages)

COOPERATIVE VOCATIONAL EDUCATION
STUDENT APPLICATION

First career choice: _____

Second career choice: _____

Grade: (check one) Senior_____
Junior_____
Sophomore_____
If you will be a senior, do you plan to graduate in January?_____
Counselor's Name _____

PERSONAL

Date: _____

Name _____ Social Security No. _____ Age_____

Home Address _____ City _____ Phone Number _____

Date of Birth _____ Height _____ Weight _____

Father's Name _____ Occupation _____

Mother's Name _____ Occupation _____

Guardian's Name _____ How many brothers? _____ Sisters? _____

Describe any physical handicaps: _____

Will you be able to provide your own transportation to work? _____

Have you received any honors or awards? _____ If yes, describe. _____

EDUCATION (List subjects and grades for all courses you *have taken*. For those courses you are now enrolled in, list the room number.)

Freshman:

Period	Subject	Grade
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Sophomore:

Period	Subject	Rm. No.	Grade
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Junior:

Period		Rm. No.	Grade
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Please list your current teachers:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

What courses do you plan to take during the next school year? _____

_____

What do you plan to do after graduation? _____

_____

_____

What school activities have you participated in? _____

_____

_____

_____

ATTENDANCE

How many days have you been absent during the current school year? _____

Have you ever been suspended for excessive absence or for cutting class? _____

If yes, explain. _____

_____

EMPLOYMENT EXPERIENCE

Have you ever been employed?_____ If yes, list most current job first.

Name of Firm	Length of Time	Duties
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

I understand that this is an application for enrollment into Cooperative Vocational Education; and if I am selected, I will accept the responsibilities required by both the school and the employer. I further understand that any false or misleading information made on this application will automatically drop me from further consideration. I understand that completing this application does not guarantee that I will be accepted into Cooperative Vocational Education.

_____ _____

Signature of Parent or Guardian Signature of Applicant

APPENDIX F

PARENT'S STUDENT RELEASE FORM

PARENTAL MEDICAL RELEASE

_____ an employee of
(Student Name)

_____,
(Company Name)

being a minor, has my permission to be treated by any doctor assigned by the company in case of emergency or accident.

RECORDS AND GRADES RELEASE

Also, I give permission for my son/daughter's records and grades to be released to a prospective employer and/or the Department of Labor as an aid in getting a job in Cooperative Vocational Education.

_____ _____
Parent or Guardian Date

APPENDIX G

TEACHER'S SUBJECTIVE APPRAISAL OF STUDENT-LEARNER APPLICANT COOPERATIVE VOCATIONAL EDUCATION

To:

From:

Date:

_____ has applied for admission into Cooperative Vocational Education. As you know, many factors other than grades must be considered in order to select sincere, capable young people who can best benefit by the training cooperative education can offer. Having previously taught this student, you are in a position to really help me make a wise decision in this case.

After each characteristic listed below, circle the comment that best describes the above-named student. Please return the completed form to me by (insert date—one week from distribution).

						Please Comment
1.	Ability to learn	Quick	Fair	Slow		_____
2.	Capacity for work	Unusual	Industrious	Average	Poor	_____
3.	Judgment	Uncanny	Sound	Average	Poor	_____
4.	Initiative	Exceptional	High	Fair	None	_____
5.	Appearance	Very Neat	Neat	Careless	Slovenly	_____
6.	Leadership quality	Outstanding	Noticeable	Low		_____
7.	Desire to make good	Pronounced	High	Average	Low	_____
8.	Ability to take orders	Outstanding	High	Average	Low	_____
9.	Reliable	Very	Ordinarily	Unreliable		_____
10.	Perseverance	Unlimited	Ample	Moderate	Weak	_____
11.	General conduct	Courteous	Discourteous	Rude		_____
12.	Accepts criticism	Readily	Indifferently	Reluctantly		_____
13.	Ability to mix	Natural	Fairly good	Doubtful		_____
14.	Would you want this person working for you?			Yes	No	

Remarks: _____

_____

Signed _____

APPENDIX H

TEACHER APPRAISAL OF STUDENT-LEARNER APPLICANT

CONFIDENTIAL

TO: _____ FROM: _____

RE: _____

The above student has made application to participate in Cooperative Vocational Education. In attempting to evaluate probable success, would you please rate the student. Please return this form to me (insert date—one week from distribution).

QUALITIES TO BE RATED	SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
DEPENDABILITY Prompt, sincere, consistent, able to work without supervision, truthful, follows directions					
CULTURAL REFINEMENT Courteous, considerate, respectful, well mannered					
LEADERSHIP Aggressive, forceful, imaginative, ability to use good judgment, resourceful					
INDUSTRIOUSNESS Persistent, good work habits					
MENTAL ALERTNESS Attentive, interested, observing, eager to learn, memory					
THOROUGHNESS Accurate, sustained interest, careful, completion of work					
PERSONAL APPEARANCE AND GROOMING Clean, neat, poised					
SOCIAL HABITS Attitude, self-control, not inclined to argue, complaining, excessive or loud talking					
ABILITY TO GET ALONG WITH OTHERS Adaptable, friendly, tactful, cooperative, sense of humor, respect for others					
EMPLOYABILITY If you were an employer, would you want this student working for you in a training situation? Yes ☐ No ☐					

COMMENTS

_____

_____

Date _____ _____

Rated By

APPENDIX I

ATTENDANCE, DISCIPLINE, AND HEALTH RECORDS FOR STUDENT APPLICANTS APPLYING FOR COOPERATIVE VOCATIONAL EDUCATION

Student's Name _____ Date _____
Last First Initial

	Freshman Year	Sophomore Year	Junior Year
Absences			
Tardies			
Detentions			

Special comments on student's discipline or conduct:

_____

_____

_____

_____

_____

Date _____ _____
Assistant Principal for Discipline and Attendance

HEALTH RECORD:

Is the above named student in good health? _____

List any physical defects or limitations which would have any effect on the student's placement in Cooperative Vocational Education.

_____

_____

_____

_____

_____

Date _____ _____
School Nurse

Please Return Completed Form To: _____

APPENDIX J

(2 pages)

TRAINING MEMORANDUM

Cooperative Vocational Education

INSTRUCTIONS: Complete 3 copies (1st copy for employer's files; 2nd copy for teacher-coordinator; 3rd copy for State files).

NAME OF VOCATIONAL PROGRAM			
SCHOOL	DISTRICT	CITY	
STUDENT	DATE OF BIRTH / /	AGE	SOCIAL SECURITY NUMBER
COMPANY NAME	ADDRESS		PHONE
TYPE OF BUSINESS	JOB TITLE		OE CODE
JOB SUBJECT TO FEDERAL OR STATE MINIMUM WAGE ☐ Yes ☐ No – ☐ State ☐ Federal	STATE LICENSE TO EMPLOY STUDENT-LEARNER ON FILE ☐ Yes ☐ No		
WORKING HOURS (Daily) _____ to _____ (Saturday) _____ to _____ Wages Per Hour _____			
DURATION OF COURSE OF TRAINING	EMPLOYMENT CERTIFICATE (WORK PERMIT) OR CERTIFICATE OF AGE ON FILE ☐ Yes ☐ No		

In order to carry on vocational program, it is advisable that all parties concerned agree to the following responsibilities:

EMPLOYER'S RESPONSIBILITIES

The student will be placed in the above named position for the purpose of providing employment experience and career exploration and will be given tasks of instructional value. (A list of employment experiences and information topics should be prepared by the employer and coordinator.)

The student's employment activity will be under the close supervision of an experienced and qualified person. The tasks will be performed under safe and hazard free conditions and accident insurance must be provided.

The student will receive the same consideration given employees in regard to safety, health, social security, general employment conditions, and other regulations of the firm.

The coordinator will be notified if difficulties arise, changes are necessary, a lay-off, or termination of employment seems likely to happen.

COORDINATOR'S RESPONSIBILITIES

The coordinator will, with the assistance of the employer or training sponsor prepare a training plan or outline of processes to be learned at the training station and related topics to be taught in the school. These items to be listed on reverse side of this memorandum.

The coordinator will make provision for all cooperative students to receive the regularly scheduled related instruction.

The coordinator will visit each student approximately once per month at the training station and will become acquainted with the person to whom the student is responsible while employed.

The coordinator shall endeavor to adjust all complaints with the cooperation of all parties concerned, and shall have the authority to transfer or withdraw a student.

The coordinator will make plans to meet with each student's parent or guardian several times during the school year.

PARENT'S OR GUARDIAN'S RESPONSIBILITIES

The parents or guardians agree to let the student participate in Cooperative Vocational Education.

STUDENT'S RESPONSIBILITIES

The student will follow the regulations established by the school, employer, and coordinator.

The student will call the school office and employer when absent.

The student will not be allowed to work on days when absent from school.

Date	*Signature of Student*	*Date*	*Signature of Employer*
Date	*Signature of Parent or Guardian*	*Date*	*Signature of Teacher-Coordinator*

TRAINING OUTLINE

JOB EXPERIENCES THE EMPLOYER MAY GIVE THE TRAINEE:		RELATED INFORMATION THE COORDINATOR MAY TEACH THE STUDENT:

Individual study references available:

CLASSROOM		TRAINING STATION
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.

Name of Trainer(s)

APPENDIX K
(2 pages)

WORK SHEET FOR DEVELOPING TRAINING PLAN

Name _____

Date _____

A. Title of Occupation _____

B. U.S. Office of Education Code Number: _____

C. Name and Address of Training Station _____

D. Name of Owner _____

E. Name of Training Sponsor _____

F. Broad Areas of Learning Experiences at the Training Station:

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

G. Outline of Learning Experiences at the Training Station:

1. _____
   - A. _____
   - B. _____
   - C. _____
   - D. _____

2. _____
   - A. _____
   - B. _____
   - C. _____
   - D. _____

3. _____
   - A. _____
   - B. _____
   - C. _____
   - D. _____

4. _____
   A. _____
   B. _____
   C. _____
   D. _____

5. _____
   A. _____
   B. _____
   C. _____
   D. _____

6. _____
   A. _____
   B. _____
   C. _____
   D. _____

H. Individual study references available:

Classroom –

1. _____
2. _____
3. _____
4. _____

Training Station–

1. _____
2. _____
3. _____
4. _____

APPENDIX L
(6 pages)

TRAINING PLAN FOR REGULAR COOPERATIVE VOCATIONAL EDUCATION STUDENTS

Cooperative Vocational Education—Office Occupations
A STEP-BY-STEP TRAINING PLAN

for

Student-Learner John Doe Birth Date 9-18-62 Soc. Sec. No. 003-01-0004

JOB TITLE Clerk, General (Office Clerk) OE No. 14.0303

TRAINING STATION Abbott Laboratories, Engineering Department

ADDRESS 1718 Martin Boulevard, Harvey, IL 60426

PHONE (312) 756-6545

JOB DEFINITION:

Performs any combination of following and similar clerical tasks not requiring knowledge of systems or procedures: Writes or types bills, statements, receipts, checks, or other documents, copying information from one record to another. Proofreads records or forms. Counts, weighs, or measures material. Sorts and files records. Receives money from customers and deposits money in bank. Addresses envelopes by hand or with typewriter or addressograph machine. Stuffs envelopes by hand or with envelope stuffing machine. Answers telephone, conveys messages, and runs errands. Stamps, sorts, and distributes mail. Stamps or numbers forms by hand or machine. Operates office duplicating equipment. (Dictionary of Occupational Titles, 1965. Volume 1, DEFINITION OF TITLES, Third Edition. Page 135)

DESCRIPTION OF TRAINING STATION DUTIES:

1. Getting Acquainted with the Company
2. Getting Along with Others
3. Improving Personal Appearance
4. Developing Good Employment Habits
5. Learning to File
6. Handling Telephone Routines
7. Typewriting
8. Operating Duplicating Equipment
9. Calculating Hours and Gross Wages
10. Following Proper Office Production Techniques
11. Keeping Work Area Clean
12. Following Proper Penmanship Techniques

CAREER OBJECTIVES:

To advance from the position of the Office Clerk to The General Office Clerk—(Administrative). Eventually, to be promoted through the Stenographic to the Secretarial classification.

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		REFERENCES and EVALUATION	Time Schedule
		Group	Individual		
1. Getting Acquainted With The Company:				8. 14-19	1st Nine Weeks
a. Learning about Abbott Laboratories and the possibilities for advancement.	X				
b. Understanding employee rules regulations:					
1) Dress—uniforms or regular clothing.	X	X	X		
2) Working hours.	X				
3) Payroll routine—payday schedule, checking in and out, disposition of time cards, etc.	X				
4) Discounts on purchases.	X				
5) Benefits—lunches, study group, etc.	X				
c. Learning the function of the various departments.	X	X	X		
d. Learning the location of each department.	X		X		
e. Memorizing the names of key personnel.	X		X		
2. Getting Along With Others:				15. 248-277	1st
a. Learning to respect the importance of co-workers.	X	X	X	8. 3-14 8. 19-23	Nine Weeks
b. Learning to respect and recognize the worth and ideas of others.	X	X	X	5. 3-56 6. All 13. All	
c. Learning to respect the ambitions and career objectives of others.	X	X	X		
d. Learning to carry a share of the work load.	X	X	X		
e. Learning the importance of meeting others half-way.	X	X	X		
f. Learning to guard confidential information.	X	X	X		
g. Learning how to accept and utilize criticism.	X	X	X		
3. Improving Personal Appearance:				8. 26-41	1st
a. Learning to care for nails, hair, face, and teeth.		X	X	5. 59-93 11. 32-46	Nine Weeks
b. Learning to avoid extremes in clothing styles.		X	X	17. All	
c. Learning to control weight through proper diet and exercise.		X	X		
d. Learning to improve posture by walking and sitting straight.		X	X		
e. Learning to use a deodorant daily and properly.		X	X		

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		REFERENCES and EVALUATION	Time Schedule
		Group	Individual		
f. Learning to take proper care of clothing, shoes, and accessories.		X	X		
g. Learning to select the proper clothes for business wear.		X	X		
4. Developing Good Work Habits:				12. 89-91	1st
a. Learning to plan the work to be done.	X	X	X	4. 94-102 16. All	Semester
b. Learning to save time and steps by proper routing of papers.	X	X	X		
c. Learning to avoid useless and ineffective motions.	X	X	X		
d. Learning that proper timing is important in getting work completed.	X	X	X		
e. Learning to maintain standards of neatness and accuracy in all work.	X	X	X		
5. Learning To File:				11. 374-405	1st
a. Learning to file by the alphabetic system.	X	X	X	11. 408-412 11. 414-416	Semester
b. Learning to check the work order numbers with the department master list.	X			11. 427-429 1. 339-394 14. 1-61	
c. Learning to check the numbers carefully before inserting the orders into the book.	X	X	X	14. 98-108	
d. Learning to check for proper authorization.	X	X	X		
e. Learning to route the inventory records to the supply crib.	X				
f. Learning to follow through with changes in original work orders.	X				
g. Learning to file time cards numerically.	X	X	X		
6. Handling Telephone Routines:				11. 152-176	1st
a. Learning to develop the friendly voice.	X	X	X	8. 151-183	Semester
b. Learning to follow the office routines for using the telephone.	X	X	X		
c. Learning to forward and receive information over the telephone.	X	X	X		
d. Learning to cover the telephone for personnel away from their working areas.	X	X	X		
7. Typewriting:				11. 86-92	1st
a. Learning to properly arrange unarranged manuscript material in form for printing.	X	X	X	1. 189-198 1. 421-434 2. 35-50	Semester
b. Learning to use the proper publishers proofreading marks.	X	X	X	2. 429-448 2. 463-476 9. All	

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		REFERENCES and EVALUATION	Time Schedule
		Group	Individual		
c. Learning to plan and to type text materials around pictures, charts, and illustrations.	X	X	X		
d. Learning to develop speed with accuracy in all typewritten work.	X	X	X		
e. Learning to type materials on special forms—to adjust line spacing to fit the form.	X	X	X		
f. Learning to set up and then to type statistical forms and reports.	X	X	X		
g. Learning to use the proper erasing techniques: correction fluid for all material to be photographed and the eraser stick and pencil for other forms.	X	X	X		
8. Operating The Duplicating Equipment				11. 338-342 1. 203-211	1st Semester
a. Liquid Duplicator:					
1) Learn the proper techniques for typing masters.	X	X	X		
2) Learn to make corrections.	X	X	X		
3) Learn to neatly cut and rearrange master materials before running.	X	X	X		
4) Learn to properly run materials.	X	X	X		
5) Learn the techniques for storing the machine and materials after running the master.	X	X	X		
6) Learn to file the used masters for future use.	X	X	X		
b. Mimeograph:				11. 342-348 1. 212-224 7. All	2nd Nine Weeks
1) Learn the proper techniques for typing stencils.	X	X	X		
2) Learn to make corrections so they are not detectable.	X	X	X		
3) Learn to run the stencils.	X	X	X		
4) Learn the techniques for storing the machine and materials after running the stencils.	X	X	X		
5) Learn to file the run stencils for future use.	X	X	X		
c. Offset:				11. 349-351 1. 225-229	2nd Semester
1) Learn the proper techniques for typing masters.	X	X	X		
2) Learn to make corrections.	X	X	X		
3) Learn to route master to Reprographics Department.	X	X	X		
4) Learn to file masters for future use.	X	X	X		

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		REFERENCES and EVALUATION	Time Schedule
		Group	Individual		
d. Photocopy:				11. 349-351	2nd
1) Learn machine operations.	X	X	X	1. 225-229	Semester
9. Calculating Hours And Gross Wages:				11. 320-325	2nd
a. Learning to arrange and file time cards in numerical order.	X	X	X	2. 499-510 3. 432-453	Semester
b. Learning to calculate daily total hours—regular and overtime.	X	X	X	4. 455-467	
c. Learning to calculate weekly total hours—regular and overtime.	X	X	X		
d. Learning to calculate gross pay —regular and overtime.	X	X	X		
e. Learning to check all calculations before releasing cards.	X	X	X		
f. Learning to deliver time cards to Payroll Department before deadline.	X				
10. Following Proper Office Production Techniques:				11. 361-366 4. 125-143	2nd Semester
a. Learning to operate the electronic calculator and ten key adding machines.	X	X	X		
b. Learning to handle tasks accurately and efficiently as they arise.	X	X	X		
c. Learning to check on the accuracy and directions if unsure before doing the job.	X	X	X		
d. Learning to work at maximum output.	X	X	X		
11. Keeping Work Area Clean:				11. 82-102	All Year
a. Learning the proper methods for storing supplies.	X	X	X		
b. Learning to clean and maintain the typewriter. (Store cover during day and properly cover at night.)	X	X	X		
12. Following Proper Penmanship Techniques:				1. 455-462 2. 27-34	All Year
a. Learning to write all materials legibly.	X	X	X		
b. Learning to form all figures and symbols so as to avoid misreading.	X	X	X		
c. Learning to write all information in the proper areas of any forms.	X	X	X		

REFERENCE LIST

1. Agnew, Peter L. and Meehan, James R. CLERICAL OFFICE PRACTICE, Third Edition. Chicago: South-Western Publishing Company

2. Agnew, Peter L. and Meehan, James R. SECRETARIAL OFFICE PRACTICE, Sixth Edition. Chicago: South-Western Publishing Company.

3. Archer, Fred C.; Brecker, Raymond F.; Frankes, John C. GENERAL OFFICE PRACTICE. Chicago: Gregg Publishing Division, McGraw-Hill Book Company, Inc.

4. Archer, Fred C.; Frakes, John C.; Brecker, Raymond F. GENERAL OFFICE PRACTICE, Second Edition. Chicago: Gregg Publishing Division, McGraw-Hill Book Company, Inc.

5. Bell, Mary L. and Abrams, Ray. BUSINESS BEHAVIOR, Second Edition. Chicago: South-Western Publishing Company.

6. BETTER PERSONAL RELATIONS IN THE OFFICE. Better Secretaries Series. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

7. Cansler, Russel N. FUNDAMENTALS OF MIMEOGRAPHING. Chicago: The School Department, A. B. Dick Company.

8. Carney, Marie L. ETIQUETTE IN BUSINESS. Chicago: The Gregg Publishing Company, Business Education Division, McGraw-Hill Book Company, Inc.

9. Emerson, Lynn A. HOW TO PREPARE TRAINING MANUALS. Albany University, Albany, New York. State Education Department.

10. FAST FILING, FINDING, AND FOLLOW-UP. Better Secretaries Series. Englewood Cliffs, New Jersey: Prentic-Hall, Inc.

11. Gregg, John Robert; Fries, Albert C.; Rowe, Margaret; Travis, Dorothy L. APPLIED SECRETARIAL PRACTICE, Fifth Edition. Chicago: Gregg Division, McGraw-Hill Book Company, Inc.

12. Gregg, John Robert; Fries, Albert C.; Rowe, Margaret; Travis, Dorothy L. APPLIED SECRETARIAL PRACTICE, Fourth Edition. Chicago: Gregg Publishing Division, McGraw-Hill Book Company, Inc.

13. HOW TQ DEVELOP SECRETARIAL POISE AND PERSONALITY. Better Secretaries Series. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

14. Kahn, Gilbert; Yerian, Theodore; Stewart, Jeffrey R. PROGRESSIVE FILING, Seventh Edition. Chicago: Gregg Publishing Division, McGraw-Hill Book Company, Inc.

15. MacGibbon, Elizabeth Gregg. FITTING YOURSELF FOR BUSINESS, Fourth Edition. Chicago: Gregg Publishing Division, McGraw-Hill Book Company, Inc.

16. OFFICE SHORT CUTS AND TIME SAVERS. Better Secretaries Series. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

17. SECRETS OF DRESS AND GROOMING FOR SECRETARIES. Better Secretaries Series. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

APPENDIX M
(3 pages)

TRAINING PLAN FOR SPECIAL NEEDS COOPERATIVE STUDENTS

The _____ (training station) will permit _____ (student)

from _____ (school) High School to enter their establishment as an employee under the supervision of

_____ (training supervisor) for the purpose of gaining knowledge and experience in the occupational area of

_____ (code) _____ (title) for approximately _____ hours a wk/day @_____ .

Training Time	Learning Activities	Training Station	In School	Evaluation 1	2	3	4	Individual Study Assignment
	I. ORIENTATION A. Pre-employment Information B. Learn History of the Company C. General Employee Rules and Regulations: 1. Proper dress 2. Break time 3. Lunch time 4. Check-in and check-out time 5. Sick leave procedure 6. Sick "call-in" procedure 7. Time sheet 8. Location of work schedule 9. Payroll procedures 10. Employee benefits 11. Salary 12. Other _____ _____ D. Learn Company Structure: 1. Organization chart 2. Department structure 3. Chain of command E. Advancement Possibilities or Possible Change of Work Duties II. HUMAN RELATIONS A. Learn to Interpret Attitudes and Personalities of Co-workers B. Learn to Understand or Take Directions and Receive Constructive Criticism C. Be Willing to Admit Lack of Understanding and Show Initiative by Asking for Assistance D. Learn to be Tactful in Requests or Suggestions Relative to Work E. Learn to Make New Friends with Other Employees F. Exhibit Willingness to do Any Task Requested G. Learn Proper Telephone Etiquette: 1. Learn to make telephone calls							

Training Time	Learning Activities	Training Station	In School	Evaluation 1	2	3	4	Individual Study Assignment
	2. Learn to answer the telephone 3. Learn to take messages H. Learn to Correct Any Personal Offensive Habits I. Learn to Deal Courteously with Customers, Employees and Employer J. Learn to Follow Established Routines and Methods K. Learn to Follow Through in a Job to Its Successful Completion L. Become Familiar with Names, Titles, and Location of Various Company Employees III. WORK ATTITUDES A. Learn to be on Time for Work B. Learn to be Punctual and Dependable C. Learn to Notify the Employer When Absences will be Necessary D. Learn to Work During School Vacations if Needed by Employer E. Learn to Show Efficiency and Productivity on the Job F. Learn to be Well-groomed and Appropriately Dressed on the Job G. Learn to Show Initiative Both on the Job and at School H. Learn to Continue on the Same Job as Long as it is Deemed Feasible by Employer and/or Coordinator I. Learn to Notify Coordinator and Employer if any Problems Arise that may Interfere with Quality or Quantity of Work Production J. Learn to Respect and Abide by all Rules and Regulations Connected with the Job and Company K. Learn to Show Honesty and Respect Toward all Company Property, Goods, and/or Services IV. HOUSEKEEPING AND SAFETY A. Safety 1. Locate possible danger areas in and around the general work area and correct or report to superiors 2. Find sharp corners, protrusions that might cause injury and correct or report 3. Secure heavy objects that might fall on legs and feet 4. Anchor filing cabinets or other equipment that might tip 5. Place clothing, hair, or wearing accessories in a secure position when operation of designated equipment takes place							

Training Time	Learning Activities	Training Station	In School	Evaluation 1 2 3 4	Individual Study Assignment
	6. Use proper equipment and procedures if climbing or reaching is necessary 7. Review general work safety policies 8. Learn and observe all company safety policies B. Housekeeping: 1. Maintain attractiveness of the work area 2. Learn to keep necessary equipment and materials in neat arrangement 3. Learn to set up the work area 4. Learn to clean up work area 5. Miscellaneous Related: a. empty waste baskets b. empty ashtrays c. clean desks d. make coffee e. dust f. sharpen pencils g. turn on/off lights and/or machinery (equipment) V. LEARNING EXPERIENCE—Job Description* A. Sales B. Customer Service C. Special Services D. Equipment Training E. Maintenance F. Housekeeping Procedures G. Other: *Note: On original, more space should be allowed for each of the seven areas.				

APPENDIX N

COOPERATIVE VOCATIONAL EDUCATION
STUDENT AGREEMENT

The _____ program in Cooperative Vocational Education is planned to develop a student academically, economically, and socially. To meet these goals, there are responsibilities the student must realize and agree to carry these responsibilities out to the fullest extent. As a participant in Cooperative Vocational Education, are you willing to assume the following responsibilities?

1. To realize that I am under the jurisdiction of the school throughout the school day.
2. To know that the Coordinator is the recognized authority for making adjustments or changes in the training received through employment.
3. To know that it is my responsibility throughout the year to be well dressed and groomed both in school and at the training station.
4. To carry out my training received through employment in such a manner that I will reflect credit upon myself and upon Cooperative Vocational Education.
5. To perform all my duties in a commendable manner and perform related study assignments with earnestness and sincerity.
6. To work toward the group and individual achievement goals.
7. To be regular in attendance in school and at the training station. (This includes days at the training station when school is not in session such as: teacher's meeting, Christmas vacation, etc.)
8. To be on time at school and at the training station.
9. *To notify my employer as soon as I know I will be absent from work.*
10. To notify the coordinator as early in the day as possible when I know I will be absent from school.
11. To know that on a day I am absent from school, I must also be absent from work unless given special permission by the teacher-coordinator.
12. To know that if I use a car as transportation to and from my work, I will observe all traffic regulations and school policies with extreme care. Any infraction of the traffic laws may be sufficient cause to terminate the use of my car in connection with all Cooperative Vocational Education activities.
13. To conduct myself in a satisfactory manner, both at the training station and in the classroom, or my training may be discontinued and I may be removed from Cooperative Vocational Education.
14. To know that if I am removed from Cooperative Vocational Education, I will receive a failing grade for both class instruction and the training station learning experience and will lose all credits.
15. To understand that if I am required to leave school because of disciplinary reasons, I cannot report to my training station as this is the same as any other classroom subject for which I am enrolled.
16. To agree to not quit or change jobs without first talking the situation over with my parents and coordinator.

I fully understand the above statements, and I agree to cooperate in carrying them out to the fullest extent.

Date_____ School Year 19___ to 19___

_____ Student's Signature

_____ Parent's Signature

_____ Principal's Signature

_____ Coordinator's Signature

_____ Employer's Signature

APPENDIX O

STUDENT'S CURRENT ENROLLMENT RECORD
FOR
ENROLLMENT RECORD SCHOOL YEAR 19___ –19___
COOPERATIVE VOCATIONAL EDUCATION

1. Student _____ Address _____

2. Birth Date _____ Age _____ Year in School _____

3. Trainer _____ Training Station _____

4. Social Security Number _____ Visitation Time _____

5. Parent (in case of emergency) _____ Business Phone _____ Ext. ____

6. Home Address _____ Home Phone _____

DAILY SCHEDULE OF SCHOOL AND EMPLOYEMNT

Period	Class	Room	Teacher
H.R.			
1st			
2nd			
3rd			
4th			
5th			
6th			

Time leaving school: _____

Time at training station: Arriving _____ Leaving _____

Method of transportation to training station: _____

Special conditions: _____

REPORT CARD COPY

Subject		1st	2nd	SEM	3rd	4th	SEM

APPENDIX P

PROOF OF AGE CERTIFICATE 14 AND 15 YEAR OLD

(WECEP ONLY)

STATE OF ILLINOIS
Department of Labor
Labor Standards

EMPLOYMENT CERTIFICATE

Certificate No._____

Date of Issue_____

VALID ONLY FOR MINOR AND EMPLOYER TO WHOM ORIGINALLY ISSUED

1. NAME OF SCHOOL_____ CITY_____ COUNTY_____
2. This certifies that I, the undersigned issuing officer, have made a careful examination of all proofs, documentary or otherwise, as required by Section 12 of the Act entitled "An Act to regulate the employment of children," approved June 30, 1945, in force and effect June 30, 1947, for_____
(Name of Minor) (Address of Minor) (Sex)
and find the following: that this minor was born at_____
(City) (State) (County)
on the____day of_____, 19__, as shown by evidence of age_____, and I have on
(Name of Document Accepted)
file a statement from employer of intention to employ said minor; statement of physical fitness, and a statement of the principal of the school which the minor attends if this certificate covers employment during the school year.
3. That the employer_____
(Name) (Street) (City)
_____, has promised the said minor present employment as a_____
(Nature of Industry) (Occupation)
for_____on school days and not more than eight (8) hours on days when school is not in session, or_____
(Hours)

4. _____ _____
(Signature of Minor) (Parent's Name and Address)
5. _____ Countersigned by:_____
(Superintendent of Schools) (Officer Authorized to Issue Employment Certificates)
6. _____ _____
(Name of School) (Address of School)

Note: Upon termination of employment of said minor, employer shall immediately return this certificate to the issuing officer.

ORIGINAL

Form No. W & C-F-25

WECEP

APPENDIX Q

PROOF OF AGE 16 AND OVER CERTIFICATE

STATE OF ILLINOIS
DEPARTMENT OF LABOR
DIVISION OF LABOR STANDARDS
160 N. LaSALLE ST., CHICAGO, ILLINOIS 60601

LUCILLE A. KAHOUN
SUPERINTENDENT

Duplicate - For Dept. of Labor

STATE OF _____
COUNTY OF _____
CITY OF _____

Certificate of Age for Minors 16 yrs. of Age and Over
(ACCEPTED AS PROOF OF AGE UNDER THE U. S. FAIR LABOR STANDARDS ACT OF 1938)

CERTIFICATE NO. _____
DATE OF ISSUE _____

ISSUED FOR _____ 2. _____ 3. AGE _____
(NAME OF MINOR) (SEX) (YEARS) (MONTHS)

4. THIS IS TO CERTIFY THAT THE FOLLOWING EVIDENCE OF AGE OR A TRANSCRIPT THEREOF HAS BEEN FILED IN THIS OFFICE FOR THE ABOVE-NAMED MINOR. CHECK EVIDENCE ACCEPTED.

5. DATE OF BIRTH _____
MONTH DAY YEAR

6. PLACE OF BIRTH _____
TOWN

_____ _____
COUNTY STATE

7. PARENT OR GUARDIAN _____
NAME ADDRESS

8. THE ABOVE-NAMED MINOR IS TO BE EMPLOYED BY:

_____
FIRM'S NAME

_____
FIRM'S ADDRESS

_____
INDUSTRY OCCUPATION

EVIDENCE OF AGE:

1. BIRTH CERTIFICATE OR TRANSCRIPT THEREOF _____

2. OTHER DOCUMENTARY EVIDENCE, SUCH AS:
BAPTISMAL CERTIFICATE _____
PASSPORT _____
BIBLE RECORD _____
INSURANCE POLICY _____
OTHER (SPECIFY) _____

3. PHYSICIAN'S CERTIFICATE OF AGE ACCOMPANIED BY SCHOOL RECORD OF AGE, AND PARENT'S AFFIDAVIT OF AGE _____

9. SIGNATURE OF MINOR _____

10. ADDRESS OF MINOR _____

11. _____ 12. _____ 13. _____
SIGNATURE OF ISSUING OFFICER TITLE NAME OF SCHOOL

NOTE: IN CASE OF A MINOR UNDER 18 YEARS OF AGE THIS CERTIFICATE IS TO BE RETURNED BY THE EMPLOYER TO THE ISSUING OFFICER UPON THE TERMINATION OF THE MINOR'S EMPLOYMENT. (SEE OTHER SIDE.)

THIS CERTIFICATE DOES NOT AUTHORIZE EMPLOYMENT CONTRARY TO THE ILLINOIS CHILD LABOR LAW, THE CHILD LABOR PROVISIONS OF THE FAIR LABOR STANDARDS ACT OR THE WALSH-HEALEY PUBLIC CONTRACTS ACT.

DIRECTIONS FOR USING THIS FORM

TO THE ISSUING OFFICER

THE EVIDENCE OF AGE INDICATED ON THE FACE OF THIS CERTIFICATE SHOULD BE REQUIRED IN THE ORDER GIVEN. INSIST UPON A BIRTH CERTIFICATE IF AVAILABLE, EITHER FROM THE PARENT OR THE BUREAU OF VITAL STATISTICS, AND DO NOT ACCEPT THE EVIDENCE UNDER (2) OR (3) UNTIL YOU HAVE RECEIVED AND FILED STATEMENTS SHOWING THAT THE EVIDENCE PREVIOUSLY SPECIFIED CANNOT BE OBTAINED.

IF EVIDENCE AS LISTED UNDER (1) OR (2) CANNOT BE OBTAINED, ALWAYS REQUIRE BOTH THE SCHOOL RECORD, IF OBTAINABLE, AND THE PARENT'S AFFIDAVIT TO ACCOMPANY A PHYSICIAN'S CERTIFICATE OF AGE. NEVER ACCEPT THE SCHOOL RECORD OF AGE AND THE PARENT'S AFFIDAVIT OF AGE ALONE.

TO THE EMPLOYER

THIS CERTIFICATE IS ISSUED THAT THE EMPLOYER MAY HAVE AUTHENTIC EVIDENCE OF THE MINOR'S AGE UNDER THE U. S. FAIR LABOR STANDARDS ACT OF 1938. THE EMPLOYER SHOULD KEEP IT ON FILE WHILE THE MINOR IS IN HIS EMPLOY AND, IN THE CASE OF A MINOR UNDER 18, HE SHOULD RETURN IT BY MAIL TO THE ISSUING OFFICER WHEN THE MINOR LEAVES HIS EMPLOY. IN THE CASE OF A MINOR 18 YEARS OF AGE OR OVER, THE CERTIFICATE SHOULD BE RETURNED TO THE MINOR AT THE TERMINATION OF HIS EMPLOYMENT.

W & C—F—13 (45662—50M Sets—10-72) 14

APPENDIX R
(2 pages)

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

OMB Approval No. 44-R0308

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

OFFICIAL USE ONLY
A. Control number _____
B. Effective date _____
C. Expiration date _____
D. Reviewing official _____

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of the application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Regional Office of the Employment Standards Administration. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his/her authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. PRINT OR TYPE ALL ANSWERS.

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:	3A. NAME AND ADDRESS OF STUDENT-LEARNER: B. DATE OF BIRTH: *(Month, day, year)*
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:
5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	17. TITLE OF STUDENT-LEARNER OCCUPATION:
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT
7. PROPOSED GRADUATION DATE *(Month, day, year)*	19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION
8. NUMBER OF WEEKS IN SCHOOL YEAR	20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(If a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?	
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions).*
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM	23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205
Rev. Aug. 1974

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or his/her authorized representative.

(Print or type name of student) | *Signature of Student* | *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official | *Date*

Title

Tel. No. *(Include Area Code)*

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative | *Date*

Title

Tel. No. *(Include Area Code)*

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 881-506

129

APPENDIX S
(2 pages)

WECEP SUBMINIMUM WAGE FORM

ILLINOIS DEPARTMENT OF LABOR
LABOR STANDARDS DIVISION
910 South Michigan Avenue, Room 1855
Chicago, IL 60615

APPLICATION FOR LICENSE TO EMPLOY A LEARNER AT SUBMINIMUM WAGES

THIS LICENSE DOES NOT APPLY TO ANY ESTABLISHMENT COVERED UNDER THE FEDERAL FAIR LABOR STANDARDS ACT.

The employer's certification in Item 27 of this application provides temporary authority to employ at once the named learner under the terms proposed in the application.

The authority begins on the date the application is forwarded to the Department. At the end of 30 days, this authority is extended to become the approved license unless the Director or his authorized representative denies the application, issues a license with modified terms and conditions, or expressly extends the period of review. (Note that license is valid for that period of time the learner is enrolled in a cooperative work-study program for which credit is being received, during which period the employer may pay the learner not less than $1.50 per hour as wages.)

Read carefully the instructions for completing this form. Print or type all answers.

1. Name of Establishment _____

   Address _____ City _____

2. Type of Business _____
   (And products manufactured, sold, or services rendered)

3. Name of Learner _____
   (If more than one, complete information in Item 24)

   Address _____ _____
   Date of Birth—Month, Day, Year

4. Number of learners to be employed for the occupation for which application is made. _____

5. Proposed beginning date of learning period _____

6. Proposed ending date of learning period _____

7. Minimum period of learning necessary (weeks, months) _____

8. Number of workers to be displaced by the learner _____

9. Are workers with this occupational experience available? _____

10. When was experienced worker last employed? _____

11. How is training scheduled for learner? _____

    _____

12. Number of weeks of employment training at subminimum wages _____

13. Number of hours of employment training at subminimum wages _____

14. Are Federal Vocational Education funds used for this program? _____

15. Was this program authorized by any State agency? _____

16. If answer to 14 or 15 is "Yes," give name of the program and the agency. _____

    _____

17. Title of learner occupation _____

18. Number of employees in this establishment _____

19. Number of experienced employees in learner's occupation _____

20. Minimum hourly wage rate of experienced workers in Item 19 _____

21. Subminimum wage to be paid learner _____

22. Is an age or employment certification on file in this establishment for learner? _____

23. Does the learner receive meals or lodging? _____

24. If application is to employ more than one learner, provide name, address and birth date of each learner to be employed at once and the date or dates additional learners are to be employed, which employment must occur within 60 days of the date of this application. Upon employment of each additional learner pursuant to license by the Department, a copy of this application signed by the additional learner, or learners, and the employer must be promptly forwarded to the Department.

_____

_____

_____

_____

_____

_____

25. Outline training on-the-job (describe briefly the work process in which the student-learner will be trained and list the types of any machine used).

26. *Signature of employed learner*
I (We) have read the statements made above and ask that the requested license authorizing my (our) employment training at subminimum wages and under the conditions stated, be granted by the Director or his authorized representative.

_____ _____

_____ _____

_____ _____

27. *CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE*
I certify, in applying for this certificate, that all the foregoing statements are, to the best of my knowledge and belief, true and correct.

_____ _____
(Print or type name of employer or representative) (Title)

_____ _____
(Signature of employer or representative) (Date)

28. *LICENSE TO EMPLOY LEARNER AT SUBMINIMUM WAGE*
License is hereby granted to employ learner at the wage specified and in accordance with the conditions stated in the foregoing application.

ILLINOIS DEPARTMENT OF LABOR

_____ _____
Superintendent Date

THIS APPLICATION MUST BE FILED IN DUPLICATE

APPENDIX T

EMPLOYER EVALUATION FORM OF STUDENT-LEARNER (REGULAR COOPERATIVE VOCATIONAL EDUCATION) TRAINER'S EVALUATION

___ ACE ___CWT ___DE ___HERO ___HO ___ICE ___OO

Name_____ School _____ Training Agency _____

DIRECTIONS: Please rate the student-learner as exactly as possible. Rate the student-learner by placing a check mark at the point on the scale that gives the best description. Be sure to record your rating of the student-learner for all points; do not omit any. Also please underline any phrase or word which particularly describes this student. If the student made neither a favorable nor unfavorable impression on you so far as any trait is concerned, use a rating of 3. Receiving several 1's means the student is very poor. Receiving a majority of 5's indicates that the student is doing excellent work and does not have much room for improvement (perhaps should have a raise). If you rate a student-learner below 2 or above 4 in any area, please write your specific reason on the bottom or back of this sheet. Thank you for your time.

Point to rate	1	2	3	4	5
1. **Attendance and Punctuality**: Compare actual attendance with hours assigned. Consider times late.	Absent frequently and rarely on time	Occassionally absent or tardy	Absent or tardy only for good reason	Rarely absent or late	Is never absent or late; always on time or early
2. **General Attitude**: Consider attitude toward job, supervisor, other employees.	Has trouble accepting criticism	Sometimes does not accept criticism	Accepts criticism	Accepts criticism readily	Welcomes criticism for improvement, but seldom needed
3. **Working With Others**: Consider attitude and cooperativeness.	Does not do his share of work	Sometimes depends upon others to do his job	Generally works well with others and does own work	Works well with others and does all work well	Works well with others; does more than his share of work
4. **Quality of Work**: Compare with others of equal age and experience.	Definitely not satisfactory	Accuracy below standard	Works without undue error	Accuracy above average	Very high quality of work
5. **Quantity of Work**: Compare with others of equal age and experience.	Below beginning requirements	Shows slow progress	Completes work in reasonable time	Completes work in reasonable time and more than average	Completes very large amount of work
6. **Appearance**: Compare with standards set by other employers in the occupation.	Seldom good appearance	Slovenly, slipshod; sometimes good, sometimes poor	Usually neat; reasonably well groomed	Neat; sets a good example	Exceptionally well groomed; wears neat and clean clothes
7. **Dependability**: Consider follow through on tasks.	Generally not too reliable	Sometimes unreliable	Responsible but needs some direction	Very dependable; needs no discipline	Thoroughly dependable
8. **Ability**: Consider understanding of position and following directions.	Does not follow directions without error or questions	Learns slowly; needs directions explained over	Average rate of adaptation; follows directions; few errors	Learns readily; follows direction with enthusiasm and no supervision	Excellent; follows directions without error and without supervision
9. **Initiative**: Does things without being told.	Almost never	Seldom	Usually finds things to be done	Is always busy; uses good judgment	Possesses initiative; works expertly and quietly
10. **Safety Practices**: How well are safety rules observed?	Many dangerous practices	Occasionally careless	Generally uses safe practices	Always safe and seldom careless	Applies safe practices; needs no reminder

No. of days student absent from work this period_____ Date _____ Signature of person evaluating student _____ Please return evaluation by _____
Please cite examples in as many of the above categories as possible (use the back of this sheet if necessary): _____

APPENDIX U

(2 pages)

EMPLOYER EVALUATION FORM OF STUDENT-LEARNER

Office Occupations

STUDENT _____ FIRM _____

EMPLOYER SPONSOR _____ POSITION _____ DATE _____

The purpose of this rating sheet is fourfold: To help the trainee to know weaknesses and where improvement is needed; to aid the coordinator in meeting the needs of the individual student; to enable the coordinator to fill out the student's progress report; and to allow the employer to know the exact status of these employee(s) so the employer may help the trainee become more of an asset to the business.

INSTRUCTIONS: Please check the column that best applies in both of the sections that follow. It is recommended that the supervisor discuss the points that apply to the trainee.

Traits	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Appearance						
Promptness						
Cooperation						
Sincerity & Dependability						
Interest & Attitude						
Courtesy & Tact						
Self-confidence						
Attendance						
Others:						

What traits of the trainee need improvement: _____

Work Habits and Abilities	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Speed & amount of work						
Accuracy						
Follows directions						
Book & record keeping						
Typewriting activities						
Telephone usage						
Filing						
Shorthand						
Meeting public						
Spelling						
Working with figures						
Operating machines:						
Transcriber						
Switchboard						
Ten-key adding						
Full-key adding						
Comptometer						
Printing calculator						

Work Habits and Abilities	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Rotary calculator						
Bookkeeping machine						
Mimeograph						
Spirit duplicator						
Offset duplicator						
Others: (please list)						

PLEASE CHECK THE GRADE OF WORK WHICH YOU FEEL THIS TRAINEE HAS DONE ON THE JOB.

Definitely Exceptional ☐ Above Average ☐ Average ☐ Below Average ☐

Poor or Unsatisfactory (Please comment) _____

_____

What work habits or abilities of the trainee need improvement? _____

_____

_____

In what respects has the student shown definite improvement? _____

_____

Confidential remarks and additional comments: (Use reverse side if necessary)

_____

_____

_____

_____

_____

_____

_____

_____

Number of days student absent from work this period: _____

Date _____ Signature of Person Evaluating Student _____

Please return evaluation by _____

APPENDIX V

STUDENT'S WEEKLY EMPLOYMENT ACTIVITIES REPORT

Week of _____ to _____

19_____

Trainee's Name _____ Company _____

Soc. Sec. No._____ Wages Per Hr. $_____ Hrs. Worked _____ Total $_____

What problems came up on which you would like my help? _____

What problems came up on which you would like class discussion? _____

What new jobs or procedures did you learn this week?_____

What difficulties did you encounter or what mistakes did you make? _____

How did you handle the situation? _____

What was the most interesting incident or experience you had this week? _____

List below other comments concerning your work or the class procedures:

_____ _____

Training Sponsor's Initial Trainee's Signature

APPENDIX W

WEEKLY TALLY SHEET
OF
TRAINING STATION LEARNING EXPERIENCES

DAY	JOB PERFORMED	HOURS ON THE JOB	TOTAL HOURS FOR DAY
MON.		From _____ to _____	
TUES.		From _____ to _____	
WED.		From _____ to _____	
THURS.		From _____ to _____	
FRI.		From _____ to _____	
SAT.		From _____ to _____	
		TOTAL HOURS FOR THE WEEK	
		RATE PER HOUR	
		GROSS AMOUNT EARNED FOR WEEK	

Student Signature _____

APPENDIX X

COORDINATOR'S MONTHLY REPORT

MONTHLY REPORT OF COOPERATIVE VOCATIONAL EDUCATION COORDINATOR'S ACTIVITIES

FOR LOCAL USE ONLY

NAME OF SCHOOL _____ MONTH _____ 19____

Date	Code	Student's Name and Occupation	Comments Describing Activities

COORDINATOR _____ MILEAGE FOR MONTH _____

CODE

1. Coordination 2. Instructional Materials 3. Promotional 4. Public Relations 5. Guidance
6. Administrative Contacts 7. Advisory Committee Activities 8. Club 9. Labor-Management
10 Home Visitation 11. Other

Certificate of Appreciation

COOPERATIVE INDUSTRIAL EDUCATION PROGRAM

Awarded To

_____

for cooperating as a training station

in the above Program, 19___ -19___

_____ _____ _____

Student Superintendent

_____ _____

Coordinator Principal

149

APPENDIX Z
(2 pages)

LETTER OF INVITATION TO A LOCAL CITIZEN TO SERVE ON A COOPERATIVE VOCATIONAL EDUCATION ADVISORY COMMITTEE

Sample Letter from School Superintendent to Committee Member

Dear :

The (name of school) Board of Education wants citizens and educators to provide guidance and direction to the vocational education programs using the cooperative method. It is important that successful leaders who have demonstrated a sincere and dedicated interest in the business and civic community, as well as in the development of our young people, be selected to serve on this advisory committee. Advisory committee members of this caliber will have a better understanding of how cooperative vocational education should be developed within the school system to meet the occupational requirements of the community.

The Board, assisted by the steering committee and school leaders, has nominated nine persons to advise us. The advisory committee includes representatives of both the school and business community. The main function is to assist in planning, developing, and implementing vocational education programs that utilize the community for student instruction.

On behalf of the Board of Education, I am writing to ask you to serve as a member of the Cooperative Vocational Education Advisory Committee for a period of two years beginning September 1, 19 . Although there is no monetary remuneration, we trust as an advisory committee member you will derive a good deal of satisfaction from assisting two or four times a year in an educational method designed to help build our students into skillful, useful citizens. Other details are described in the enclosed *Guide for Cooperative Vocational Education Advisory Committees.*

The first advisory committee meeting will be at 6:30 p.m. on Tuesday, September 3. For the first meeting, we would like for you to be our guest for dinner in "The Commons" at the high school. After dinner the advisory committee will adjourn for orientation, discussion, and a tour of the school facilities.

We are enclosing a stamped, self-addressed reply card which we shall look forward to your signing and returning as your acceptance of the appointment.

Also, please check the blank regarding dinner reservations.

Sincerely yours,

Jane J. Doe
Superintendent

Enclosure

---

*Note: *Guide for Cooperative Vocational Education Advisory Committees* would be a handbook developed by the school district or the *Advisory Council Member* booklet could be used. This booklet can be obtained from: Illinois Office of Education—Department of Adult, Vocational and Technical Education, 100 North First Street, Springfield, IL 62777.

ADVISORY COMMITTEE MEMBER RETURN POSTCARD

Will you be able to serve on the _____(name)_____ Advisory Committee?

☐Yes ☐No

If yes, will you be able to attend the September 3, 19___meeting at 6:30 p.m. in "The Commons" at the high school?

☐Yes ☐No

If no, please indicate your best day and time for a meeting:

	First Choice	Second Choice
Day of week:	_____	_____
Time:	_____	_____

Signed: _____
(Typed Advisory Committee Member's Name)

142

CERTIFICATE OF APPRECIATION – ADVISORY COMMITTEE MEMBER

COOPERATIVE VOCATIONAL EDUCATION
ADVISORY COMMITTEE MEMBER

THIS IS TO CERTIFY THAT _____ is a member of the Cooperative Vocational Education Advisory Committee for the current school year 19 -19 .

Cooperative Vocational Education is an instructional plan which combines learning experiences gained through regularly scheduled employment in the community and vocationally oriented in-school instruction. The employing community serves as a laboratory where students have an opportunity to apply the principles and practices they have learned in school in the changing employment world.

In order to provide a desirable environment for cooperative vocational education an advisory committee, composed of recognized business leaders, has been established to offer constructive advice on matters involving promotion, organization, policies, instruction, and general operation.

As a committee member, the above named person provided invaluable service to the public schools of this community.

This certificate is issued by the _____ public schools.

Teacher-Coordinator _____

Superintendent of Schools _____

APPENDIX BB
(3 pages)

STUDENT FOLLOW-UP SURVEY

(letterhead)

Date

Dear Graduate:

As a graduate of (name of school), you are one of our most valuable sources for suggestions on improving our cooperative vocational education instructional offerings. Information about your employment experiences and ideas for improving cooperative vocational education can be of great assistance in our efforts to do a better job of serving the people of our community.

Would you please help us in our efforts by taking a few minutes of your time to complete and return the enclosed questionnaire. We hope to receive all replies by November 1, 19 and have enclosed a stamped, self-addressed envelope for your convenience.

The information you provide us will be kept in confidence and used only as a statistic along with the other responses. Your cooperation in this effort is most appreciated.

Sincerely,

John McGrath, Director
Vocational and Technical Education

Enclosure

Student ID Number

STUDENT FOLLOW-UP SURVEY

I. Personal Information

A. Name _____

B. Present Address _____
(Number, street or rural route)

_____
(City/town) (State) (Zip Code)

C. Telephone Number (____) ____ – ____

II. Employment Information

A. Are you in full-time military service? Yes ☐ No ☐
If you answered "yes," STOP HERE. Do not fill out the remaining survey, but mail this part back today.

B. If you answered "no" to II.A., please continue with the survey by indicating your employment status.

1. ☐ Employed full-time (35 hours or more/week)
2. ☐ Employed part-time (less than 35 hours/week)
3. ☐ Unemployed
4. ☐ Unavailable for employment (you cannot accept a job for one of the following reasons)
   (a) ☐ Receiving further education or training (go to question II.F.)
   (b) ☐ Illness (go to question II.F.)
   (c) ☐ Other _____

C. If you are presently employed, please indicate the relationship of your job to the occupational training you received while in school. I am employed in an occupation:

1. ☐ for which I received training.
2. ☐ which is related to my training.
3. ☐ which is not related to my training.

D. If you are presently employed, please check to indicate your approximate hourly wages.

1. ☐ Less than $2.00 per hour
2. ☐ $2.00–$2.99 per hour
3. ☐ $3.00–$3.99 per hour
4. ☐ $4.00–$4.99 per hour
5. ☐ $5.00 or more per hour

E. Please indicate below your present employer's name, address, etc.

1. Employer's name _____
2. Address of employer _____
   (Street) (Town) (State) (Zip Code)
3. Your present job title _____
4. Name of immediate supervisor _____
5. Supervisor's job title _____

F. Please indicate below your first employer since leaving school. If the employer is the same as II.E., proceed to item III.

1. Name of first employer _____
2. Address of first employer _____
   (Street) (Town) (State) (Zip Code)
3. Your job title _____

4. Name of immediate supervisor _____

5. Supervisor's job title _____

6. Why did you quit this job? _____

_____

III. Continuation of Education and Training

A. If you are in school now, please indicate below:

1. ☐ In school full-time
2. ☐ In school part-time

B. If you are in school now, please check. I am enrolled in a program:

1. ☐ in which I received previous training.
2. ☐ which is related to my previous training.
3. ☐ which is not related to my previous training.

C. If you are not in school now, please check. Are you interested in further occupational training? Yes ☐ No ☐

D. If you checked "yes" to item III.C., please indicate below the kind of training you are interested in.

_____

IV. Improvement of Cooperative Vocational Education

Please indicate below how cooperative vocational education can be improved. For example, is better equipment needed, more lab time needed, etc.

APPENDIX CC
(2 pages)

EMPLOYER'S EVALUATION OF COOPERATIVE VOCATIONAL EDUCATION

	Yes	No
1. Did cooperative vocational education provide you with an opportunity to teach a student-learner desirable work habits, job ethics, loyalty, and encourage initiative and honesty?	1. ☐	☐
2. Were new students adequately screened before being sent to you for an interview?	2. ☐	☐
3. Has the student-learner been motivated and interested in the position at your company?	3. ☐	☐
4. Has cooperative vocational education helped to uphold the standards of occupational performance in the community?	4. ☐	☐
5. Do you as an employer understand your role in the education of the student-learner?	5. ☐	☐
6. Did the coordinator inform you of all necessary labor laws?	6. ☐	☐
7. In cooperative vocational education we try to teach the "know-why" as well as the "know-how." Do you feel this has been of value?	7. ☐	☐
8. In order to develop proficiency, was maximum use made of the learning experiences at the training station by periodically, rotating the student to other tasks?	8. ☐	☐
9. Did the student-learner readily adjust to the employment environment in a positive manner?	9. ☐	☐
10. Do you feel your student-learner had the desire to do the job well?	10. ☐	☐
11. Do you feel your student-learner had the ability to do the job well?	11. ☐	☐
12. Did the school instruct the student with correct technical information related to the job?	12. ☐	☐
13. Are there materials or facilities which the school should have available which would make the student's training more meaningful?	13. ☐	☐
Comment: _____		
14. Is there evidence that the school provided instruction in:	14.	
basic manipulative skills?	☐	☐
safety practices?	☐	☐
15. Did other employees act favorably to cooperative vocational education after they learned of its purpose?	15. ☐	☐
16. Would you like to have another student-learner next year?	16. ☐	☐
17. Has cooperative vocational education helped the student-learner develop positive and admirable relations with other workers?	17. ☐	☐
18. Has the student-learner learned to accept supervision?	18. ☐	☐
19. Did the coordinator try to help you with any problems which might have arisen at the training station?	19. ☐	☐
20. Were the coordinator's visits adequate?	20. ☐	☐
Should the coordinator make more ☐ or fewer ☐ visits?		
21. Do you feel your periodic written evaluations of the student-learner were utilized by the coordinator to bring about improvements in the student?	21. ☐	☐
22. Did you feel the student learned to see things from the employer's point of view as well as the employee's?	22. ☐	☐
23. Does cooperative vocational education seem to be well organized?	23. ☐	☐
24. Has the student acquired a realistic ideal of his/her ability for the chosen occupation?	24. ☐	☐
25. Have the learning experiences at the training station realistically helped your student-learner to enter productive employment?	25. ☐	☐
26. Has the student learned a saleable skill?	26. ☐	☐
27. Has the student learned to accept responsibility?	27. ☐	☐
28. Has cooperative vocational education been of value to you in developing the type of employee you desire?	28. ☐	☐
29. Is cooperative vocational education geared to your needs?	29. ☐	☐
30. Have you ever attended an employer-appreciation banquet?	30. ☐	☐
31. Do you think the employer-appreciation banquet is worthwhile?	31. ☐	☐
32. Is the training plan flexible enough to serve your needs?	32. ☐	☐
the student's needs?	☐	☐
33. Do you have a signed training plan on file?	33. ☐	☐
34. Did the coordinator help in setting up a realistic training plan or goal for you?	34. ☐	☐
for the student-learner?	☐	☐

	Yes	No
35. Does the coordinator adequately correlate the student's classroom instruction with the learning experiences at the training station?	35. ☐	☐
36. Were the student-learner's hours agreeable to you?	36. ☐	☐
37. Was your student-learner employed at least 15 hours a week?	37. ☐	☐
38. Was your student-learner employed more than 25 hours a week?	38. ☐	☐
39. When you began training the student-learner, did you ultimately plan .o hire the student as a full-time employee?	39. ☐	☐
40. Did you have any major problems with your student-learner? If yes, please list them:	40. ☐	☐
41. You, as an employer, have become a partner with the school in educating students to become effective employees. Are there areas we should try to improve? If yes, please list them:	41. ☐	☐

42. My student-learner was supervised by: _____
Name of Training Sponsor

Thank you for assisting us in maintaining and improving cooperative vocational education by completing this evaluation. PLEASE RETURN TO:

BY:

APPENDIX DD
(2 pages)

STUDENT'S EVALUATION OF COOPERATIVE VOCATIONAL EDUCATION

	Yes	No
1. Do you feel cooperative vocational education provided you with the technical and related information necessary for employment in an intelligent, safe, and confident manner?	1. ☐	☐
2. Were you provided with instruction on the laws and regulations pertaining to your chosen occupation?	2. ☐	☐
3. Has your classroom instruction followed a logical sequence?	3. ☐	☐
4. Were magazines or pamphlets for your occupation available for use?	4. ☐	☐
5. Do you think of your fellow-employees at the training station as admirable and someone you should get along with?	5. ☐	☐
6. Have you received training in the occupation of your choice?	6. ☐	☐
7. Do you think you have a chance to succeed in the career you choose?	7. ☐	☐
8. Were your classroom assignments too long?	8. ☐	☐
9. Were your classroom assignments important to you?	9. ☐	☐
your position at the training station?	☐	☐
10. Would you recommend your training station as a good place to train future cooperative vocational education students?	10. ☐	☐
11. Does cooperative vocational education seem to be well organized?	11. ☐	☐
12. Has your idea of employment changed much since joining cooperative vocational education?	12. ☐	☐
13. In cooperative vocational education we try to teach the "know-why" as well as the "know-how." Do you feel this has been of value?	13. ☐	☐
14. Have you tried to uphold the performance standards of your position at the training station?	14. ☐	☐
15. Has the coordinator tried to help you meet your employment needs?	15. ☐	☐
16. Were you employed at least 15 hours a week?	16. ☐	☐
17. Were you employed more than 25 hours a week?	17. ☐	☐
18. Did the coordinator visit you at the training station?	18. ☐	☐
Should the coordinator make more ☐ or fewer ☐ visits?		
19. Were you periodically rotated to other tasks at the training station in order to develop skill proficiency?	19. ☐	☐
20. Was a realistic training plan followed in cooperative vocational education?	20. ☐	☐
21. Were the student organization activities profitable to you?	21. ☐	☐
22. Should the student organization projects and activities be expanded?	22. ☐	☐
If yes, any ideas? _____		
23. Were you absent from work more than 4 out of 100 days?	23. ☐	☐
24. Did you attend the employer-appreciation banquet?	24. ☐	☐
25. Do you think the employer-appreciation banquet is worthwhile?	25. ☐	☐
26. Was this training sponsor's evaluation used for your improvement as much as possible by the training sponsor?	26. ☐	☐
by the teacher-coordinator?	☐	☐
27. Did the teacher-coordinator help you to understand your position at the training station?	27. ☐	☐
28. Did the training sponsor (or anyone else at the training station) recommend material for you to study? If yes, please explain.	28. ☐	☐
29. While in cooperative vocational education, were you employed anywhere else besides your cooperative vocational education position? If yes, please explain.	29. ☐	☐
30. Were you in any extracurricular school activities other than the cooperative vocational education student organization? If yes, please list.	30. ☐	☐

	Yes	No
31. Was earning a wage while completing high school an important reason for staying in school.	31. ☐	☐
32. Do you feel you received adequate training through cooperative vocational education?	32. ☐	☐
33. Have you carefully considered a possible need for further education?	33. ☐	☐
34. Do you know the important facts to keep in mind when applying for employment?	34. ☐	☐
when being interviewed?	☐	☐
35. Do you think you know what to do so you can advance within a company?	35. ☐	☐
36. After graduation, do you plan to be hired full-time at your training station?	36. ☐	☐
37. Did you have any major problems at the training station? If yes, please list.	37. ☐	☐
38. If you did have problems at the training station, did you inform your teacher-coordinator as soon as possible?	38. ☐	☐

39. If you were to change anything about cooperative vocational education, what would you change? Please list.

APPENDIX EE

(3 pages)

SELF STUDY INSTRUMENT*

		Yes	No
	The School		
1.	Does cooperative vocational education provide for the full range of students' abilities?	1. ☐	☐
2.	Are the school administrators interested and involved in defining policies relating to cooperative vocational education?	2. ☐	☐
3.	Are the enrollment standards for cooperative vocational education realistic in relation to occupational demands?	3. ☐	☐
4.	Do student personnel records contain information about the background, interest, potential, and achievement of the students enrolled in cooperative vocational education?	4. ☐	☐
5.	Is cooperative vocational education geared to the needs of the community it serves?	5. ☐	☐
6.	Does the school have a plan for student placement?	6. ☐	☐
7.	Does the school have a plan for student follow-up?	7. ☐	☐
	The Teacher-Coordinator		
1.	Does the teacher-coordinator have the necessary professional training and employment experience?	1. ☐	☐
2.	Does the teacher-coordinator prepare student-trainees to be productive citizens?	2. ☐	☐
3.	Does the teacher-coordinator enjoy working with school personnel?	3. ☐	☐
	employers?	☐	☐
	community groups?	☐	☐
4.	Can the teacher-coordinator articulate educational and employment adjustment values of cooperative vocational education?	4. ☐	☐
5.	Does the teacher-coordinator maintain adequate student personnel records on progress both in school and at the training station?	5. ☐	☐
	The Vocational Program Using the Cooperative Method		
	Organizing New Cooperative Vocational Education Courses		
1.	Is there a plan for starting and operating a new cooperative vocational education course?	1. ☐	☐
2.	Has the local school administrator utilized the resources of the Illinois Office of Education in establishing cooperative vocational education?	2. ☐	☐
3.	Does the teacher-coordinator cooperate with the school administration in presenting cooperative vocational education to the community?	3. ☐	☐
4.	Are there specific objectives for cooperative vocational education?	4. ☐	☐
5.	Do the local school administrators have school policies for the organization of cooperative vocational education?	5. ☐	☐
6.	Do the local school administrators have school policies for the operation of cooperative vocational education?	6. ☐	☐
	Advisory Committee		
1.	Does the advisory committee meet regularly with school personnel to assist them in the development of cooperative vocational education?	1. ☐	☐
2.	Does the teacher-coordinator assist the advisory committee chairman in preparing the meeting agenda?	2. ☐	☐
3.	Does the teacher-coordinator keep the advisory committee informed of activities and developments affecting local programs using the cooperative method of instruction?	3. ☐	☐

*Based on Guidelines in Cooperative Education, Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University.

Public Relations

		Yes	No
1.	Does the teacher-coordinator disseminate helpful information about cooperative vocational education		
	to the school administrator?	1. ☐	☐
	to other faculty?	☐	☐
	to students?	☐	☐
	to present employers?	☐	☐
	to prospective employers?	☐	☐
	to parents?	☐	☐
	to the public in general?	☐	☐
2.	Are trade associations and employer and employee groups encouraged to recognize outstanding student performance by presenting suitable awards?	2. ☐	☐
3.	Do the school administrators and student-trainees sponsor an appreciation banquet for the cooperative employers?	3. ☐	☐

Teaching Facilities

1.	Are the teaching facilities flexible so a variety of instructional methods can be utilized?	1. ☐	☐
2.	Is there sufficient storage space for supplies?	2. ☐	☐
3.	Are there private facilities for student-teacher conferences?	3. ☐	☐

Instruction

1.	Is there a syllabus for the in-school instruction?	1. ☐	☐
2.	Does the teacher-coordinator use the student's training station learning experiences when teaching the related class?	2. ☐	☐
3.	Is there a pre-employment orientation to prepare the student-learner for an interview?	3. ☐	☐
4.	Are various teaching methods used in the related class to provide for individual and group instruction?	4. ☐	☐
5.	Does the employer understand the plan, purpose, and educational philosophy of cooperative vocational education?	5. ☐	☐
6.	Does the school give graduation credit to the student-learners for successful training station learning experience?	6. ☐	☐
7.	Does the employer evaluate regularly with the student-learner the performance and progress of the classroom instruction?	7. ☐	☐
	of the training station instruction?	☐	☐

Evaluation

1.	Is opportunity given to faculty members to discuss cooperative vocational education as a means of educational development?	1. ☐	☐
2.	Does the school conduct a follow-up study?	2. ☐	☐
3.	Are parents' opinions sought in evaluating cooperative vocational education?	3. ☐	☐
4.	Are employer's opinions sought in evaluating vocational programs using the cooperative method?	4. ☐	☐
5.	Are graduates' opinions sought in evaluating cooperative vocational education?	5. ☐	☐

The Student-Trainee

Recruitment and Selection

1.	Is there a plan for publicizing cooperative vocational education?	1. ☐	☐
2.	Are the students capable of achieving success in the occupations selected?	2. ☐	☐
3.	Does the advisory committee take an active part in the recruitment and selection of students?	3. ☐	☐
4.	Does the guidance office supply test information for counseling applicants?	4 ☐	☐

Placement and Supervision

1.	Are the student-learners placed in positions which will provide them with experiences needed for their career objective?	1. ☐	☐
2.	Does the teacher-coordinator regularly visit the student-learners at the training station?	2. ☐	☐
3.	Are the elements of job safety checked by the teacher-coordinator and the employer?	3. ☐	☐

Legal Responsibilities	Yes	No
1. Is the teacher-coordinator informed of the employment regulations of minors?	1. ☐	☐
2. Are cooperative employers familiar with the insurance needed to protect the student-learner?	2. ☐	☐
3. Is there a good working relationship between the school and the agencies who enforce the regulations on the employment of minors?	3. ☐	☐
4. Is there a training agreement for each student-learner?	4. ☐	☐

Activity Program		
1. Does the school have a student organization for cooperative vocational education?	1. ☐	☐
2. Does the student organization provide the students with activities that develop leadership qualities?	2. ☐	☐
3. Do the student organization activities offer informal learning?	3. ☐	☐
4. Do the students conduct an annual appreciation activity for the employers?	4. ☐	☐

The Employer

1. Do the cooperating employers understand their role in educating the student-learner?	1. ☐	☐
2. Do the employers provide a variety of learning experiences for each student-learner?	2. ☐	☐
3. Does the teacher-coordinator show equal concern for the employer and student-learner when placement is made?	3. ☐	☐
4. Does the training sponsor (and possibly the employer) decide with the teacher-coordinator what should be taught in the related class?	4. ☐	☐
5. Is there a training plan for each student-learner?	5. ☐	☐